

Childminder report

Inspection date: 21 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and secure in the childminder's home. Their family photos are proudly displayed on the wall and in books. These generate conversations as children excitedly name their family members and pets. They explore freely and develop their own interests. For example, they show a keen interest in construction vehicles and spend time scooping and moving sand around with small diggers.

Children develop skills that prepare them well for their future learning. They are encouraged to be independent and try to do things for themselves. The childminder uses modelling to show them how and gives clear instructions and reminders when they need more support. The childminder gives children opportunities to practise new skills, such as chopping fruit at snack time. They persevere when they find it difficult to cut through the fruit with a knife and beam with pride when they are successful.

Children learn to be healthy and develop good hygiene habits as part of their daily routine. They brush their teeth after lunch and talk about the importance of looking after their teeth. The childminder ensures that children enjoy home-cooked, healthy meals that include a wide range of fruit and vegetables. Children learn about the local area and community as they visit local parks, libraries and farms. For example, they help to pick fruit and vegetables from a local picking field and take these to the childminder's home to prepare for mealtimes.

Children behave well and play cooperatively. They are beginning to learn to share and take turns. They also learn how to treat and respect the childminder's pets.

What does the early years setting do well and what does it need to do better?

- The childminder plans a broad learning experience. She focuses on what children enjoy and incorporates what she wants them to learn next. The childminder takes time to get to know the children well, and she identifies any gaps in learning. She makes regular assessments of children to help close any gaps in their learning, ensuring that they make good developmental progress.
- Children's communication and language is a key focus of the childminder. She consistently models correct language and extends children's sentences. The childminder describes what the children are doing as they play. This helps the children to hear lots of vocabulary, such as 'swirling' and 'whirling'.
- Interactions are of good quality overall. The childminder asks questions to help promote children's thinking skills. She offers explanations of new concepts and extends their learning well. For example, she talks about the differences between diggers and how cement is made. However, at times, the childminder does not fully support less confident children to engage fully in their learning,

such as by encouraging them to express their ideas and think of solutions.

- The childminder makes good use of opportunities to teach children about numbers and counting. For instance, they regularly count items such as fruit with their fingers. They are introduced to mathematical concepts about size and quantity, such as 'small', 'half' and 'empty', and simple adding.
- The childminder offers daily opportunities for children to explore books, songs, rhymes and musical instruments in their play. For example, children show curiosity and delight in song times as they explore instruments that they shake and bang. The childminder shares stories to extend early literacy skills. Children relish looking through books independently and listening to stories. The childminder reads to the children in a way that excites and engages them, introducing new vocabulary and making good use of story props. This helps children to develop a love of reading.
- Partnership with parents is strong. Parents have a very high regard for the childminder. They describe how children in her care develop in 'leaps and bounds' and notice their children growing in confidence. They state that communication is excellent, and they feel well informed of their children's progress. They enjoy receiving bags filled with books, songs and poems to share at home.
- The childminder works closely with a network of local childminders. Together, they attend groups and enjoy outings. These experiences help children to develop their social skills and self-confidence. The childminder has undertaken all of the statutory training required. She is a member of online childminder groups and carries out online training. She uses these opportunities to keep her knowledge up to date and to develop her practice further. For example, she recently completed a Makaton taster session to help her further support very young children's communication skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good understanding of how to keep children safe. She is confident in her ability to spot the signs and symptoms of abuse. The childminder can explain the process she would follow if she had any concerns about a child's welfare. She knows what she should do if an allegation is made against her or a member of her household, including the relevant authority to inform. The childminder regularly completes training and receives weekly updates about child protection issues. She is aware of safeguarding issues such as 'Prevent' duty and female genital mutilation. The childminder completes regular fire drills and risk assesses her environment to ensure risks are minimised.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide further encouragement and support for less confident children to fully contribute to activities and extend their learning.

Setting details

Unique reference number	2614157
Local authority	Surrey
Inspection number	10264262
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Thames Ditton, Surrey. She cares for children from Monday to Thursday, 8am to 5.30pm, all year round. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Shona Allerton

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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