

# Childminder report

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Inspection date: 22 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm and welcoming environment where children are happy and play contently. She has high expectations for children's behaviour and models good manners. For example, the childminder gently reminds children to say 'please' and 'thank you' and encourages them to share. As a result, children behave well and are respectful to their peers.

Children are fostering a love of books and enjoy listening to familiar stories with the childminder. They enthusiastically complete each sentence in the story with the missing rhyming words. This repetition helps children to understand the vocabulary and develops their language skills. Children enthusiastically explore natural materials and use props to re-enact a familiar story. The childminder says keywords from the story as children touch and feel the resources. This helps to extend children's vocabulary and enables them to gain an understanding of words from real-life experiences.

The childminder provides opportunities for children to develop their social skills. For example, they regularly visit playgroups to meet other children. This is helping children to feel confident, safe and secure in new social situations where they learn to interact with their peers.

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

- The childminder provides a robust settling-in process and gets to know the children well. She plans her curriculum based on children's interests and adapts activities in relation to children's ages and abilities. For example, she extends activities to challenge older children. This ensures everyone has the best opportunity to make progress.
- Parents provide positive feedback and speak highly of the care the childminder provides. They particularly like the activities she arranges to enrich the curriculum, such as trips to parks, farms and the library, which expand children's experiences.
- The childminder communicates well with parents and supports home learning. For example, she has a range of books in children's home languages that children can take home. The childminder shares books and encourages parents to read regularly with their children. This supports children's early literacy skills.
- The childminder promotes healthy eating. For instance, she encourages parents to provide healthy lunch boxes and snacks. Children have opportunities to play outside on equipment to develop their large motor skills and exercise. This is helping children learn how to have a healthy lifestyle.
- Children learn about the world around them. For example, they enjoy planting vegetables in the garden with the childminder and watching them grow. Children

have an interest in birds and enjoy using resources, such as picture cards, to identify different birds. This expands children's knowledge and understanding of the world they live in.

- Children are learning to count and recognise numbers. For instance, children count spots on a ladybird and find the matching number card. This is helping them become familiar with simple mathematical concepts.
- Children are learning to be independent and have established good hygiene routines. For example, the childminder encourages children to wipe their nose and put the tissue in the bin. Children put their shoes and coat on when going outside. As a result, children are learning skills that will support their move to school.
- The childminder generally supports speech and language skills well. She introduces new words and encourages children to repeat words to extend their vocabulary. However, the childminder does not always give children sufficient time to reply to questions and sometimes answers questions for them. This does not fully provide children with opportunities to develop their thinking skills and ideas.
- The childminder monitors children's progress, which she shares with parents to inform them of their child's learning and development. The childminder collects children from another setting which they attend. She liaises with the setting to share good practice and provide a continuity of learning for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children safe. She has completed safeguarding training and knows the signs that a child could be at risk of harm or abuse. The childminder has procedures in place to record and report her concerns when necessary. She has completed paediatric first-aid training and ensures parents sign the accident book following an accident in the setting. The childminder has secure procedures in place for dealing with any existing injury that children could arrive with. She also considers how to keep children safe on outings. For example, children wear high-visibility jackets so that they can be seen clearly.

## What does the setting need to do to improve?

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

- evaluate practice more successfully and ensure children are given appropriate time to process their ideas, make links in their learning and respond to questions.

## Setting details

<b>Unique reference number</b>	EY367944
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10280075
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	9 August 2017

## Information about this early years setting

The childminder registered in 2008. She lives in Redhill, Surrey and offers care from 7.30am to 6pm, Monday to Friday, for most of the year. The childminder has a relevant qualification at level 4. She receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Lisa Smith

### 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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector carried out a joint observation of a small-group activity with the childminder.
- 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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