

Childminder report

Inspection date: 27 March 2023

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

The provision is good

Children are happy and settled in the care of the childminder and her assistant. They enjoy their company and often seek them out to join in their chosen play. Children demonstrate that they feel safe and behave well, as they explore the welcoming environment with ease and motivation. The childminder and assistant know the children's individual needs well and closely support their well-being, offering them reassurance if they need it. Children become deeply engaged in their play as they mix the different-coloured sand with water. They carefully scoop water with large shells from a pot concentrating as they use their balance to tip the water. Children soon recognise the colour of the sands change as they merge and excitedly tell the childminder. Children develop their confidence, self-esteem and independence in learning.

Children listen attentively to stories about sea life. The childminder has high aspirations for children's language. She plays alongside children providing a narrative as they explore the different plants in the garden. She develops children's language and uses the correct pronunciation of words and skilfully introduces new vocabulary, such as 'camouflage'. Children try to copy these words, increasing their communication and language skills.

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

- The childminder has developed an ambitious curriculum. She understands the way children learn and sequences her curriculum to build on what children know and can do. She provides a range of experiences and resources that help children develop a deeper understanding about the world they live in. For example, children are currently learning about sea life. They enjoy exploring sensory toys and learn to name different sea animals, such as 'seahorse' and 'jelly fish'. Although the childminder has a sound knowledge of each child's next steps and knows what she wants to teach them, she does not always use this knowledge as well as she could in planned activities to target these next steps.
- The childminder effectively promotes children's early mathematical concepts in play. For example, older children learn about different sizes. For instance, as children create a dinosaur land they talk about the 'small' and 'big' leaves. This supports children's early mathematics.
- Children behave well. They are learning to take turns and share toys with their friends. The childminder and assistant are good role models as they consistently praise children for their good behaviour. This develops a positive culture within the setting.
- The childminder teaches children to be independent. She teaches children how to put their coats and boots on to play outside. Children are confident in feeding themselves at mealtimes using cutlery. Their independence is promoted well.

- Overall, children learn about healthy lifestyles. Children have plenty of opportunities to enjoy daily fresh air and exercise in the childminder's garden. They move their bodies running, riding scooters and push-along toys. This helps children develop control of their body and use of their large-muscle groups. The childminder and her assistant explain to children the importance of drinking water to keep hydrated. However, they do not consistently promote children's understanding of the importance of hygiene procedures, such as giving consistent messages about times when it is appropriate to wash your hands.
- The childminder and her assistant understand the importance of sharing information between each other to ensure consistency of care and education for all children. This means by working together they can identify children who may need additional support and contact the relevant professional. All children make good progress in their learning and development.
- Parents are very happy with the care and education that their children receive. They comment on how their children have 'the best possible start' in the care of the childminder. The childminder gives parents information on what the children have been learning. This helps parents to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of how they can keep children safe. They talk confidently about a range of safeguarding topics and how to recognise when children are at risk from abuse. The childminder understands what to do if she has any concerns about children's welfare. She keeps her knowledge and skills up to date through a range of training, and knows who she would contact if she had any concerns. The childminder recognises the importance of reporting any allegations made against herself or other adults who work with children.

What does the setting need to do to improve?

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

- focus teaching and planned activities more precisely on children's next steps to promote their progress to the highest level
- strengthen hygiene practices, particularly in relation to teaching children about the importance of washing their hands before eating after playing outside.

Setting details

Unique reference number	EY460964
Local authority	Surrey
Inspection number	10280839
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	0 to 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	31 August 2017

Information about this early years setting

The childminder registered in 2013. She lives in West Ewell, in the Borough of Epsom and Ewell. She works with an assistant on Monday to Friday, between 8am and 5.30pm, throughout the year.

Information about this inspection

Inspector

Kelly Lane

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 inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a walk around the premises with the childminder. She discussed the curriculum that the childminder provides and completed a joint evaluation of the activities available.
- The inspector held a number of discussions with the childminder and with her assistant. She looked at relevant documentation and evidence of the suitability of persons living or working on the premises.
- The inspector spoke to some parents and took account of their views.

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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