

# Childminder report

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Inspection date: 3 April 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

Children are relaxed and happy in the care of the nurturing childminder and her co-childminder. They form positive relationships with the childminder and co-childminder, who know the families and children well. The childminder supports new starters to help them settle in her home. She works closely with parents from the start to support their children's routines. This helps children feel safe and secure.

Children have ample opportunities to develop their physical skills. For instance, they use their balance to stamp on a pump that launches a rocket into the air. Children watch in amazement as it shoots off. They ride around the garden on scooters and push-along cars. Babies are inquisitive and pull themselves up to explore sensory trays. These activities provide all children with a range of opportunities to build strength in their large muscles, in preparation for later learning.

Children demonstrate high levels of emotional well-being and behave well. They start taking turns with the resources, with gentle reminders from the childminder. Children use good manners, saying 'please' and 'thank you'. The childminder has high expectations for children to be social, confident learners when they leave her care. She is a positive role model and praises them for their kindness. This helps develop children's self-esteem and well-being.

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

- The childminder has a clear idea of what she wants children to learn and how she is going to teach them. She provides an ambitious and broad curriculum, offering a range of learning experiences throughout the day. The childminder places high priority on children's social skills to support their good behaviour. All children make good progress in their learning.
- Older children show curiosity in planned activities. They enjoy exploring cornflour and begin to feel the dry texture and slide their hands in the gloop as they mix water in. The childminder introduces new vocabulary such as 'smooth' and 'runny'. Younger children happily play alongside. However, planned activities are not always adapted to meet the developmental stages of younger children. This means they do not fully benefit from the learning experiences provided.
- The childminder supports children's communication and language development well. She models good language through daily routines, and sings songs and rhymes. Children remember their favourite rhymes with props from a song bag. They have free access to library books and develop a love of reading, going on regular trips to borrow books. This helps to support their speaking and listening.
- The childminder supports children's good health. She provides children with

healthy and nutritious vegetarian meals and snacks. The childminder helps children develop their independence. This prepares children for future learning. For instance, they wipe their hands ready for snack and put their shoes on to go outside. The childminder ensures that children have regular drinks of water to keep them hydrated as they play. This contributes effectively to children's ongoing health and well-being.

- Children develop an understanding of their local community. The childminder and co-childminder regularly take children out for walks in the local community. They visit the library and toddler groups to help children socialise with other people. These experiences help children to understand the world around them.
- The childminder is skilful at supporting children's emotional development. As children play, she talks to them about sharing different resources and how it makes the other children feel happy. This helps children understand different emotions. They develop good personal, social and emotional skills.
- Partnerships with parents are very good. Parents say that their children are sociable and settle very well in the 'home-from-home' setting. Parents are grateful for the advice and support that the childminder and co-childminder share with them. This helps parents to continue their children's learning and extend this at home.
- The childminder and her co-childminder work very well as a team. They regularly evaluate the setting to ensure that they are providing the best learning experiences for children. The childminder regularly attends training to support children's learning. For example, she has recently completed a course on children's early mathematics. She has used this knowledge to strengthen her mathematics curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of signs that a child may be at risk of harm. She knows the possible signs and symptoms of child abuse and any child protection concerns. The childminder understands her responsibility to report concerns, including allegations against her or others. This helps her to keep children safe from harm. The childminder and co-childminder carry out regular risk assessments and provide good supervision as children play. The childminder shares details of accidents with parents. She keeps records of suitability checks that are made for all adults who live or work on the premises.

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

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

- review the planning and teaching of adult-led activities to meet the level of development for all children, particularly the youngest children.

## Setting details

Unique reference number	EY471633
Local authority	Surrey
Inspection number	10280334
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 4
Total number of places	5
Number of children on roll	7
Date of previous inspection	15 September 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Tadworth, Surrey. She operates Monday to Thursday, from 8am to 5.45pm, all year round. The childminder works with another childminder. She provides funded early education places for two-, three- and four-year old children.

## 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 childminder and has taken that into account in her evaluation of the provider.
- The inspector carried out a learning walk to discuss the childminder's and her co-childminder's curriculum.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector took account of the views of parents through written feedback provided.
- The inspector asked the childminder and her co-childminder questions to establish their understanding of how they safeguard the children in their care.

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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