

Childminder report

Inspection date: 25 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time and have fun with this loving and nurturing childminder. They settle quickly and happily self-select toys to play with. For example, children use water and stampers to make marks outside. They extend their fine motor skills when they excitedly build robots, using construction bricks, and talk about them 'transforming'. Children use scoops to fill and empty plant pots. This supports their hand-to-eye coordination in preparation for other physical skills, such as using cutlery to feed themselves.

Children build strong friendships and have close bonds with the childminder. They snuggle up close to her as she reads them a story. Children giggle and smile as the childminder joins in with their play. For example, children laugh loudly when the childminder completes puzzles with them, and they talk to her about their family. Children behave well and the childminder is a good role model. Children show confidence and resilience from an early age, which enables them to fulfil their potential. For example, they bring toys to share with visitors. When they put balance beams together, they persevere until they succeed.

All children, including those with special educational needs and/or disabilities and children who speak English as an additional language, make good progress from their starting points. They are well prepared for the next stage in their learning, such as starting school.

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

- The childminder completes relevant online training courses that help to extend her knowledge, such as supporting boys' learning outdoors. For example, she encourages them to count their jumps as they play and draw letters of their name with water and brushes. However, sometimes, the childminder does not support the children to find answers to their own questions. For example, children are not consistently taught the skills for problem-solving and investigation.
- Partnerships with parents are good. They describe the childminder as 'compassionate', 'caring' and 'honest'. Parents value the daily electronic communication and detailed verbal feedback they receive from the childminder regarding their children's development.
- Children are aware of the childminder's expectations and behave well. The childminder models positive behaviour choices and expects the children to do the same. For instance, she models how to say 'please' and 'thank you' when appropriate.
- The childminder supports children's language development effectively. She engages in conversations with the children during play, which helps them to

pronounce words correctly. She consistently helps to extend children's vocabulary and understanding of new words. For instance, she asks children to pass her 'red' and 'round' foods when they are eating dried fruit. This leads to discussions about colours, tastes, shapes and names of fruit. Children are cared for in a language-rich environment, which supports their good progress.

- Children develop a secure understanding of practices that contribute towards good health. For example, they make decisions about what healthy snack to eat and talk about which foods are unhealthy if eaten in large quantities. Children have exciting opportunities to practise brushing teeth, using large models of pretend teeth and toothbrushes.
- Children have good opportunities to visit places of interest in the local community and learn about different cultures, regions and beliefs. Children regularly discuss people's similarities and differences while out on trips. They learn how to interact with others and develop their social skills in larger groups, in preparation for school.
- The childminder supports children's growing independence well. Children are encouraged to develop self-help skills. For example, they are shown how to independently wash their hands and wipe their own noses. The childminder encourages children to do small tasks for themselves, such as pouring their own water, tidying up the toys and collecting their own belongings.
- The childminder has effective arrangements in place to help new children to settle in, taking account of their starting points. For example, she has an in-depth discussion about each child's current abilities, likes and dislikes. Children then visit at different times of the day to help them to become familiar with the setting. This helps children to feel safe, secure and happy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places high priority on children's safety. She has a clear understanding of her role in keeping children safe and protecting them from harm. The childminder is aware of possible indicators of abuse, including issues such as gender-based violence, radicalisation and physical abuse. The childminder is aware of the local procedures she must follow to report any safeguarding concerns. She routinely checks her resources and the environment to ensure that they remain safe. This includes ensuring that suitability checks are carried out for those living on the premises. Children are supervised well as they play and during mealtimes.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their reasoning and problem-solving skills.

Setting details

Unique reference number	EY401017
Local authority	Surrey
Inspection number	10280189
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 September 2017

Information about this early years setting

The childminder registered in 2009 and lives in Epsom, Surrey. She operates all year round from 7.30am to 5pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Bev Boyd

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 setting.
- The childminder and the inspector had a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection. The inspector looked at children's records and a range of other documentation.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

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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