

# Childminder report

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Inspection date: 27 April 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| 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 happy and have formed strong attachments with this kind and caring childminder. Children benefit from a wide range of experiences with the childminder, such as visiting garden centres, the library and a variety of parks. Children receive good opportunities to learn about festivals and celebrations. For example, the childminder prepares an activity based on matching the colours of the Union Jack as she talks about the upcoming Coronation. This helps children to learn and develop an understanding about the wider world around them.

Children benefit from a range of activities to choose from. In the main room, children read books and play with shape sorters and scarves. In the conservatory, children engage in the good range of role-play opportunities, making tea and baking cakes. Children happily play alongside each other, sharing resources and passing pretend food to each other to eat. They enjoy the outdoor space, running around the garden and making up matching games with balls and cones. The childminder supports this, following the children's lead by enhancing play to keep them motivated and engaged. Children benefit from the childminder narrating what she is doing as she does it. This helps to build vocabulary and understanding.

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

- The childminder takes the time to get to know children before they start. Parents complete 'All about me' forms, which help the childminder to provide the best care for children. She tailors experiences and routines to suit them and their needs. This means that children become emotionally secure and develop their confidence quickly when settling with the childminder.
- The childminder places great emphasis on providing a language-rich environment. She uses simple language, songs and books to develop children's speech. For children who speak English as an additional language, she uses common keywords and flashcards to convey meaning in the languages they speak at home. For example, when offering a drink, she holds up the flashcard and says the word in both English and in their home language. This means that children's communication and language development is supported effectively.
- The childminder offers opportunities for children to learn independence. They are encouraged to make choices about where they play. For example, one child indicates that they want to play in the garden. The childminder recognises this and offers all children the opportunity to play outdoors.
- The childminder provides a good range of learning experiences, and children enjoy taking part in activities led by adults, such as colour sorting and counting activities. However, the childminder does not fully consider ways for younger children to engage in the activities that she has planned. Nonetheless, children make good progress and are well prepared for their next steps in learning.

- Children are learning to lead healthy lifestyles. The childminder promotes opportunities for them to follow good hygiene routines, washing their hands regularly and raising the importance of handwashing. She encourages healthy eating, providing children with healthy food during meal and snack times. The childminder offers plenty of opportunities for children to run and move about outdoors for fresh air and exercise.
- The childminder develops strong relationships with parents. She shares information and photos about what the children are doing each day. Parents report that their children enjoy coming to the childminder, and they are making good progress in her care.
- The childminder reflects on her own practice. She makes good use of online training, other childminders and local forums to inform her knowledge and ensure her practice is up to date. She reflects on the provision she offers and identifies further training to benefit the children in her care further.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. The childminder recognises that by involving children in the road crossing process, they learn about how to keep themselves safe. The childminder has good knowledge about signs and indicators that a child might be at risk of abuse. She has a good understanding of referral procedures should she have concerns about a child in her care or should an allegation ever be made against her or a person in her household.

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

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

- plan focused activities more carefully so that children are more likely to remain engaged in their learning.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY375362  |
| <b>Local authority</b>                             | Surrey  |
| <b>Inspection number</b>                           | 10264188  |
| <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> | 1 to 1  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 4   |
| <b>Date of previous inspection</b>                 | 7 June 2017   |

## Information about this early years setting

The childminder registered in 2008. She lives in Tadworth, in the Borough of Reigate and Banstead. The childminder provides care from 7.30am to 5pm on Monday to Friday, throughout the year. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Natalie Atkins

### 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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