

Childminder report

Inspection date: 16 May 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 settle well at this welcoming, home-from-home setting. They benefit from being in the care of a childminder who has a clear idea of what she wants children to learn and how she is going to deliver these skills. Children learn well from the ambitious and broad curriculum that the childminder provides. They are very happy and settled and have developed strong bonds with the childminder. This helps them to feel safe and secure.

Children are developing a love of stories and are practising their memory skills. They listen to the childminder and join in with familiar phrases from the 'Gruffalo', such as 'He has purple prickles all over his back'. Children enthusiastically explore props and anticipate what is going to happen next in the story. This supports the development of their early literacy skills and recall skills.

Children are well behaved and know what is expected of them. The childminder teaches children about kindness and respect from an early age. As a result, children form close friendships with each other and share resources well. Children effortlessly use good manners, saying 'please' and 'thank you' throughout the day.

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

- The childminder plans a curriculum that is well sequenced, and she understands the children's individual capabilities. She places a strong focus on developing children's communication and language, and personal, social and emotional development. The childminder follows the children's lead and joins in with their play to reinforce what they know. This supports children's positive behaviour. However, sometimes, in adult-led activities, if children come across a problem, the childminder is sometimes too quick to give them solutions. This does not provide children with the opportunity to think about ways to overcome problems themselves.
- Children enjoy using their senses to explore a range of different materials. This supports their communication and language, as they talk about what is happening, such as the changes to the shaving foam. Children use spoons and their hands as they describe how it feels and talk through what they are doing. The childminder introduces new vocabulary as they talk about how the shaving foam is now a 'birthday cake'. This supports children's developing language.
- The childminder helps children to foster healthy lifestyles. She provides them with healthy snacks and encourages them to try new foods. The childminder extends their knowledge and understanding of healthy foods through engaging them in conversation about fruits they enjoy. She also uses these opportunities to introduce counting and shapes to the children during snack time. This supports their early mathematics, as well as developing their understanding of

healthy foods.

- The childminder encourages children to be independent. She teaches children new skills as they learn to cut fruit up safely at snack time. Children wipe their hands before mealtimes and are encouraged to put on their outdoor shoes before they play outside. Children are confident in asking for help when needed. As a result, children are learning the importance of good hygiene and are developing their self-care skills.
- Children develop an understanding of their local community. The childminder uses daily events to broaden children's knowledge. For example, she takes them to the local shop to see the shopkeeper and talks about the postman who delivers letters to the house. Furthermore, the childminder regularly takes children out for walks in the local community and meets with other childminders to help children socialise with other people. These experiences help children to understand the world around them.
- The childminder communicates with parents to gather information about the children's starting points. For example, she arranges tailored settling-in sessions with new parents to find out how to meet the needs of the children. This helps to develop trusting relationships from the outset.
- The childminder has completed all mandatory training. However, training opportunities to stay up to date with changes in the sector have not been explored, to sharpen the childminder's skills and knowledge and raise the quality of teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and understands her responsibilities to keep children safe. She is alert to potential signs that may indicate a child is at risk of harm, such as exposure to extremist views and behaviours. The childminder knows the local procedures to follow to report a concern about a child's welfare. She maintains a safe home environment through regular risk assessments. She helps children to identify and manage risks, such as teaching them how to use knives safely when preparing their snack.

What does the setting need to do to improve?

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

- focus teaching skills to promote children's abilities to solve problems and think critically
- explore training opportunities further to update and extend knowledge of teaching skills to the highest level.

Setting details

Unique reference number	EY457344
Local authority	Surrey
Inspection number	10286086
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	31 October 2017

Information about this early years setting

The childminder registered in 2013. She lives in Walton-on-Thames, Surrey, and operates from 7.30am to 6pm on weekdays. The childminder has a level 2 early years qualification. She also has a level 3 forest school practitioner qualification.

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 their evaluation of the setting.
- The inspector spoke with the childminder about how her provision is organised and what experiences she offers for the children in her care.
- A joint evaluation of an activity was conducted by the childminder and the inspector.
- Children interacted with the inspector during the inspection.
- The inspector looked at written feedback from parents to take account of their views about the setting.

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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