

Childminder report

Inspection date: 24 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 love their time with the enthusiastic childminder, and they form affectionate bonds with her. She has high expectations for the children and is attentive to their individual care needs. Children play, explore and learn with increasing interest and curiosity. They keenly participate in two-way discussions with the childminder. Children show good retention of information from these conversations and relate it to their new learning. For example, they choose 'three blind mice' as their favourite song to sing. Children make links with people who are visually impaired and may need specific aids, such as a guide dog, to help them move around safely. The childminder takes children on visits in the local community, such as a recent visit to a care home. Children play games with the residents and gain a better understanding of the importance of valuing people of different ages.

Children develop a real love of books and independently access a variety of story and information books. They are taught to refer to books familiar to them to check the accuracy of their responses to the childminder's questions. Children strengthen their small hand muscles through a variety of activities to help prepare them for their early writing skills. In addition, the childminder teaches them how to use scissors safely. Children smile with pride when they are praised for their perseverance and efforts. They make good progress from their starting points.

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

- The experienced childminder reflects on the quality of education and care she offers children. She has identified priorities for improvement. For example, the childminder wants to enhance children's first-hand experiences of other cultures represented in the wider world, such as visiting a variety of places of worship in the local area. The childminder already provides children with experiences related to children's cultures represented in her care, such as when children taste foods from the Indian culture. This helps them to make comparisons between their own food eaten at home and that of other cultures.
- Children demonstrate good behaviour. They are polite and well mannered. Children successfully learn to share resources and patiently wait for their turn. Their social skills are developing well. Children love to talk to visitors and happily share what they like to do at the childminder's house with the inspector. For example, they happily share their favourite songs and dance as they sing tunelessly. Children talk with enthusiasm about the obstacle course in the garden and how they love to squeeze through a hole in the equipment. This shows children's positive attitudes to learning and high levels of self-esteem.
- The childminder teaches mathematics well. Children's mathematical development, particularly their counting skills, is a strength. They learn to

recognise numerals and name the amount of objects in a group correctly, without counting them. Children show an awareness of adding 'one more' to reach a total. They make up their own games involving numbers, such as jumping on concrete slabs. Children count each slab in the path as they jump and want their friends to follow.

- Children develop some awareness of healthy lifestyles. They learn to independently manage their self-care skills, such as washing their hands before mealtimes. The childminder talks to children about the food in their lunch boxes. Children run, climb and balance with growing proficiency in the fresh air. However, the childminder does not consistently explain the importance of these routines to children and why they need to keep themselves healthy.
- Overall, the childminder shows a good understanding of how children learn and develop. She uses her ongoing observations and accurate assessments of children to consider children's next steps in their learning. However, the childminder does not fully use her knowledge of individual children's stages of development when planning adult-led activities. This does not ensure all children make the best possible progress during these times.
- Parents speak very highly of the childminder. They say she is a 'True role model and a source of inspiration' for their children. Parents are impressed with the progress their children make. They receive good communication about their children's learning and use what the childminder shares to further support their children at home. Parents appreciate the variety of experiences their children receive, such as going to weekly dance classes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to keep children safe from harm. She attends child protection training to keep her knowledge and skills up to date. The childminder checks her home and garden each day to ensure they play in a safe space. She demonstrates a good awareness of the signs and symptoms of potential abuse. This includes the risks that may present in the event of a child being subject to extreme or radical views. The childminder knows the procedures to follow should she have a concern about a child's welfare in her care. The childminder teaches children how to keep themselves safe.

What does the setting need to do to improve?

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

- provide children with clear and consistent explanations to develop their understanding of healthy lifestyles
- strengthen the planning of focused activities to support all children to reach the best possible outcomes.

Setting details

Unique reference number	EY482167
Local authority	Surrey
Inspection number	10276633
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	25 July 2017

Information about this early years setting

The childminder registered in 2014 and lives in Camberley, Surrey. She operates Monday to Friday, from 8.30am to 5.30pm, all year round. The childminder accepts funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 this into account in their evaluation of the setting.
- The childminder and the inspector completed a tour of the premises and discussed the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector jointly evaluated an activity.
- Parents shared their written views of the setting with the inspector.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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