

Childminder report

Inspection date: 31 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are relaxed and enjoy the time they spend with the caring and nurturing childminder. They are eager to share their thoughts, feelings and ideas with each other. Children clearly feel safe and welcome in the childminder's home. They arrive at the setting ready for the day and eager to engage in activities. Children benefit from fresh air as they are supported to explore the safe and secure outdoor area. They are encouraged to use their balancing and coordination skills to climb up the steps of the slide and carefully slide themselves down. Children have great fun and persevere as they master riding balance bikes. They excitedly shout, 'I did it!', when they manage to ride down the path. Children confidently select their own books and toys to play with. They play imaginatively in the role-play kitchen, pretending they are making items from their favourite café menu.

The childminder has high expectations of children's behaviour. She incorporates taking turns, sharing and being respectful into the daily routine. Young children take on the responsibility of helping to tidy away toys. This teaches children how to respect their belongings. They smile with pride as the childminder offers them praise and encouragement as they play and explore. This helps to build children's confidence and raise their self-esteem.

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

- The childminder has high expectations for the children in her care. She uses her observations and assessments of children's learning to find out how she can best help them develop. For example, the childminder uses books, songs and rhymes to help children build on their knowledge of language and learn new words. However, she does not always allow time for children to process their thoughts and answer the questions she has asked them. This has an impact on children's opportunities to express their own ideas to best extend their language skills.
- Children are confident and curious learners. They demonstrate a positive attitude to learning, eagerly taking part in group activities. However, at times, the childminder focuses her attention on the louder and more confident children. This means that quieter children are not always fully included in activities.
- The childminder provides opportunities for children to access materials and tools to practise mark making and develop their fine motor skills in preparation for early writing. However, at times, the childminder over-directs these activities, which has an impact on children's opportunities to be imaginative and express their own creative ideas.
- The childminder supports children to lead healthy lifestyles. She provides healthy snacks and meals while the children are in her care. The childminder talks to children about oral health and plans activities for children to use toothbrushes to clean pretend teeth. The childminder also supports children's independence

skills. For example, children successfully learn to manage their own self-care, such as washing their hands before meals and tidying away resources. This means children are learning useful skills in preparation for their eventual move on to school.

- The childminder plans a curriculum with a strong emphasis on understanding the world. For example, children visit their local care home and places of interest. They enjoy planting activities and excitedly told the inspector all about the sunflowers they are growing and what they need to help them grow. This helps children to learn about their community, make important connections with others and care for their environment.
- Parents speak warmly about the childminder. They state that she is 'kind, patient and professional'. Parents say that their children are very happy and are making good progress in the childminder's care. The childminder gathers information from parents regarding children's abilities and interests when they start. This helps her get to know each child well. She shares regular updates with parents about their children's progress.
- The childminder is reflective and is committed to developing her practice. She gathers the views of parents and children to help inform areas she can adapt. The childminder completes training to keep her knowledge up to date. She researches topics that she feels she needs to gain more knowledge on, when needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can recognise the signs that may indicate a child is at risk of harm. She knows where to refer any concerns she may have about a child in her care. She is aware of who to contact and what to do in the event of an allegation against her or a member of her household. The childminder understands a wide range of safeguarding issues. She can talk with confidence about what she would do in a range of scenarios. Children are well supervised. The childminder ensures the areas she uses for childminding are free of any potential hazards.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions asked to develop their speech and express their own thoughts and ideas even further
- strengthen interactions with quieter children to ensure they are fully included in activities and remain actively engaged in their own learning
- extend mark-making opportunities to allow children to use their imagination and develop their creativity.

Setting details

Unique reference number	EY488302
Local authority	Surrey
Inspection number	10285934
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 October 2017

Information about this early years setting

The childminder registered in 2015. She lives in Ashford, Middlesex. The childminder offers her service from 7.30am to 6pm on weekdays, throughout the year. She holds a relevant early years qualification at level 3. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

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 showed the inspector the premises and explained how she supports children's learning and development.
- The inspector observed the quality of the interactions between the childminder and children and assessed the impact of these on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector read and considered written comments from parents during the inspection.
- The childminder provided the inspector with a sample of key documents 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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