

Childminder report

Inspection date: 12 June 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 thoroughly enjoy their time with this warm and caring childminder. She knows the needs of the children well. This helps children settle easily in her care. Children feel happy and safe. They are confident to approach the inspector and show her their favourite toy cars.

Children share their ideas through their chosen play and often invite the childminder to take part. She is skilful at following the children's naturally occurring interests. For example, children have great fun as they make marks with their feet in the water outside, and they giggle as the water splashes. Children are confident communicators. They have meaningful conversations with the childminder, who sensitively repeats some words back to them. This helps children hear the correct pronunciation and supports their speech and language.

Children are kind and caring towards their peers. The childminder has high expectations for children's behaviour. She gently reminds children to care for their younger peers, as they carefully push them in the ride-along cars. This helps children to learn how to look after themselves and others. Children happily take turns on the slide, and are playing harmoniously alongside their friends.

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

- The childminder focuses her curriculum around the children's emotional and social skills. She carefully observes children in their play, which enables her to know what the children need to learn next. Children are highly engaged and motivated to take part in planned activities. For example, they develop their social skills as they take part in a music session using pots and pans, based on a story they have read. They hit and bang the pots with wooden spoons. This supports children's social skills and large-muscle groups in readiness for later learning.
- The childminder has a passion for books and shares this love with the children. For example, they regularly visit the local library to enhance her already good collection. Children snuggle in and listen intently to the stories, as the childminder uses voices to bring the books to life. The childminder sings throughout the day to the children who join in. She introduces new words, such as 'metal' and 'wooden'. This helps children to learn new words to name materials.
- Children learn about keeping healthy. From the outset the childminder shares her healthy meal plans with parents. She ensures that children enjoy home-cooked meals, that include a wide range of fruit and vegetables. The childminder talks to children about foods that make them strong. Furthermore, in the warmer weather, she reminds children to drink water frequently. The

childminder ensures that they have daily exercise, and also teaches children relaxation strategies to support their well-being. This supports children in forming healthy habits for their future.

- Overall, the childminder helps children to manage their own personal hygiene. For example, she encourages children to wash their hands before mealtimes and feed themselves. However, the childminder does not consistently use opportunities within daily routines for children to develop their independence even further. This is because she is too quick to help children with tasks that children could manage themselves, such as wiping their noses and drying their feet after water play.
- The childminder is a very good role model for the children. She is responsive to the children's emotional needs. For example, if a child becomes a little unsettled, she gently comforts and reassures them. This supports children's well-being. Children follow the childminder's lead, as they place their hand on their friends back to comfort them. Children's behaviour is good.
- Partnership with parents is strong. Parents talk positively about the childminder's nurturing approach within her 'home-from-home' environment. Parents say this has had a positive impact on their children's development, and their children 'thrive' in her care. They say that the communication is 'excellent'. Parents appreciate the daily feedback they receive which helps to ensure that they are kept up to date with their children's care and learning.
- The childminder focuses her training on areas to help her reflect on her practice. For example, she has recently completed a business course which has allowed her to develop her policies and procedures even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily checks on her indoor and outdoor environments to help ensure that they are safe for children to access. She teaches children about road safety on their regular walks and reminds them of the steps, as they move between the indoors and the garden. This supports children to learn how to keep themselves safe. The childminder is knowledgeable about the possible signs and symptoms that indicate a child may be at risk of abuse. She is aware of the local procedures she must follow to report any child protection concerns. If an allegation is made against her, the childminder knows the procedures she must follow to report this.

What does the setting need to do to improve?

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

- strengthen opportunities for children to complete tasks they can do for themselves, supporting their independence even further.

Setting details

Unique reference number	EY463661
Local authority	Surrey
Inspection number	10288994
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 November 2017

Information about this early years setting

The childminder registered in 2013. She lives in Ewell, near Epsom in Surrey. The childminder works Monday to Thursday, from 8.05am to 6pm, all year round.

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 provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector took account of the views of parents.

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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