

Childminder report

Inspection date: 27 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 are happy and excited in the setting. They eagerly respond to the childminder's interactions. For example, children talk about the pictures and what will happen next as they share stories while snuggled up with the childminder. Children show that they fully understand the rules and expectations of the setting. They beam as they confidently describe how toys and games must be tidied before lunch.

Children giggle and laugh as they play games with the childminder and remind her of the rules. The childminder interacts very well with the children. As a result, children speak in full sentences with rich vocabulary related to the activity they are involved in. The childminder leads children in Bingo games and uses these to build children's vocabulary with words such as 'centipede', 'bumblebee' and 'earwigs'. Consistent interactions during all activities have a very positive effect on children's communication and language. Their understanding of the world is also developed through trips to the local area, including the park and the shops. The childminder skilfully plans for activities in the setting to challenge the children further. For example, baby caterpillars are observed to help children understand about life cycles.

The childminder has high expectations for the children. She gets to know them very well to help build relationships and find out their interests. She then uses this knowledge to plan and prepare a rich and varied curriculum with a high level of challenge. As a result, children in her care are thriving.

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

- Children's development is encouraged across all areas of learning with a high level of challenge. They are encouraged to develop skills across different areas in each activity. For example, ball catchers are provided to enable children to improve hand-eye coordination, build small muscles and to share with others. The childminder has provided these activities to help build skills for their next stage of learning, such as dressing themselves and playing with a larger group of children.
- Children speak with confidence and fluency. The childminder uses each activity and opportunity as a chance to interact and expand children's vocabulary and understanding about the world around them.
- Children with special educational needs and/or disabilities are well supported. The childminder assesses children to find out if there are delays, shares this with parents and uses effective strategies to help them to catch up. Children who previously had delays in their language are now excelling.
- The childminder understands what skills and knowledge children need to master

before they attend school. She ensures that there are plenty of opportunities within her setting to practise these. For example, children independently hang and retrieve their coats and bags.

- The curriculum offers a rich set of experiences to help children to develop in each area of learning. The childminder gets to know each family very well and builds on what children can already do.
- The childminder links activities and experiences to previous learning. Children describe how they watched caterpillars grow and hatch into butterflies until they were released. The childminder skilfully prepares literacy and creative activities to develop this learning further.
- Parents speak very highly of the childminder. They describe how their children's language skills have noticeably improved since being in her care.
- The childminder carefully chooses which books and rhymes she shares with the children. Children are warmly supported to choose books to read together. The childminder also uses books to support children's mathematical and counting skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to keep her awareness of child protection issues up to date. She is able to recognise signs and symptoms of abuse and neglect. The childminder also understands the safeguarding issues in the area. She has a secure understanding of specific safeguarding issues, such as online exploitation, radicalisation and extremism. She knows the process to make a referral in line with local procedures if there is a concern that a child may be at risk. The childminder undertakes regular checks of her property inside and out to minimise any risks to children's health and safety.

What does the setting need to do to improve?

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

- plan the experiences she provides in a more structured, sequenced way.

Setting details

Unique reference number	EY263315
Local authority	Surrey
Inspection number	10288944
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 November 2017

Information about this early years setting

The childminder registered in 2003 and lives in Horley, Surrey. She operates all day, Monday to Friday, throughout the year, except for family and public holidays.

Information about this inspection

Inspector

Astellla Chapman

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 took account of children's and parents' views.
- The inspector sampled documentation and discussed the childminder's knowledge of managing safeguarding concerns.
- The inspector observed activities and the quality of the childminder's interactions with the children. She discussed the activities with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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