

# Childminder report

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Inspection date: 4 July 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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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 they develop positive relationships with the childminder and each other at this home-from-home setting. They behave well due to the childminder's calm approach. She has high expectations for children and shows them how to take turns and share through positive modelling. The childminder helps older children to celebrate success. For instance, they enjoy displaying their successes for all to see and share. The childminder equally recognises younger children's 'wow' moments, celebrating their most notable achievements from both at home and at her setting.

Children enjoy spending time outdoors, such as in the childminder's garden. She and her assistant help children to learn where food comes from. Children delight in planting and growing fruit and vegetables in the garden, and they are fully absorbed in the process. For example, they have fun digging up potatoes from the ground and pulling them from the roots before taking them inside to cook for tea. This helps children to understand the process of how food gets from the ground to their plate.

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

- The childminder offers a curriculum that builds on children's current knowledge and skills through their interests. She identifies gaps in children's knowledge and addresses any area of concern effectively. The childminder and her assistant know what children need to learn next and plan well to help children achieve their goals. They make the most of spontaneous learning opportunities. For example, the children excitedly spot the fish tank as they are getting ready to go outside. The childminder encourages the children to spot the baby and the adult fish in the tank, talking about their differences.
- Children enjoy regular opportunities to visit parks and activities and to go on trips out. The childminder reflects that these are not just about the trip but equally about how they get there and what they see on the way. This stretches the children's imagination and supports their growing curiosity. For example, when going to the aerodrome to watch gliders taking off, the pilot was in the cockpit and invited children in to see inside. These experiences help to build a sense of awe and wonder of the world we live in.
- The childminder aims to promote children's independence. However, this emphasis is not always seen in practice. For example, when tidying up, she asks children to help but does not follow through and tidies up herself. When providing snack, she offers a range of snacks for children to choose from but does not always wait for children to make decisions and choose these for themselves. This means that children's personal development is not always developed effectively.

- Communication with parents is strong. Parents enjoy hearing about how their child has spent their day. They say that they can see the new things their children learn with the childminder and the progress they have made. Parents value the suggestions that the childminder makes for ways that they can support their children at home. All parents say they are extremely happy with the care and experiences that the childminder provides.
- The childminder understands how to keep children safe online. She has created rules around personal devices for older children at the setting, and they are asked not to use them while in her care. Children respect these rules. The childminder provides books and resources to support children to identify potential risks all children may encounter when they use technology and the internet at home.
- The childminder and the assistant have completed a range of training to keep their knowledge and skills up to date. For example, most recently the childminder has taken part in some emotional well-being training, which is helping her to explore ways in which she can support the children in her setting. By regularly updating knowledge and understanding, both the childminder and her assistant develop a deeper understanding of how to support children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of signs and symptoms that may indicate a child is suffering or at risk of harm or abuse. She regularly attends training to keep her knowledge up to date. The childminder ensures that her assistant also completes training to help them safeguard children. She is very clear about the procedure to follow should she have concerns about children in her care or what she would do in the event of an allegation being made. The childminder and her assistant both hold an appropriate paediatric first-aid qualification.

## What does the setting need to do to improve?

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

- strengthen children's daily routine to further support their independence and personal development.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 121735  |
| <b>Local authority</b>                             | Surrey  |
| <b>Inspection number</b>                           | 10280558  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 11   |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 11  |
| <b>Date of previous inspection</b>                 | 25 August 2017  |

## Information about this early years setting

The childminder registered in 1996 and lives in Caterham, Surrey. She operates all year round, from 8am to 6pm on Monday, Tuesday, Thursday and Friday. The childminder holds a relevant early years qualification at level 3. She has an assistant.

## Information about this inspection

### Inspector

Natalie Atkins

### 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 provider.
- The childminder showed the inspector the areas she uses for childminding. They discussed the early years foundation stage curriculum and how the childminder organises her provision for children.
- The inspector talked to children at appropriate times during the inspection.
- The inspector observed children and the childminder taking part in activities and assessed the impact these have on children's learning.
- The inspector reviewed a sample of documentation, including evidence of the suitability of the assistant and persons living in the household.
- Parents shared their views through written comments.

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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