

# Childminder report

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Inspection date: 5 July 2023

<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>
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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

The childminder has created a cosy and nurturing environment for children to thrive. An effective settling-in process is adapted to meet every individual family's needs. This allows children time to create close relationships with the childminder, which helps them to feel safe and secure. The childminder plans a broad curriculum, which is based on children's current interests and what they need to learn next. Children are confident to explore their environment independently and show a positive attitude to learning. They have plenty of opportunities to be physically active and develop their small and large muscles. For example, children enjoy balancing, running and climbing in the childminder's garden. They have ample opportunities to take risks safely, knowing the childminder is close by. Children are very proud of their achievements, and this supports their self-esteem and confidence.

The childminder regularly praises children for their efforts, and they delight in her approval. She has high expectations for behaviour and encourages children to be polite and always use their manners. Children are familiar with routines in the setting. They continuously develop their independence skills and are keen to help with tasks, such as tidying away toys. All children leave the childminder's care well prepared for their move on to nursery or school.

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

- The childminder has a good knowledge and understanding of children's development. She uses information gained from her assessment of what children know and can do to plan for the next steps in their learning. However, at times adult-led activities are not planned carefully enough to ensure that they closely reflect what children already know and can do. As a result, children sometimes lose focus.
- Overall, the childminder supports children's growing language and communication skills well. She continually talks to young children as they play to help them hear new words. However, on occasion the childminder asks children questions in quick succession, without giving them enough time to think and respond. This means that not all interactions are fully effective in promoting children's thinking skills.
- The childminder skilfully weaves mathematics into the curriculum. Children are encouraged to count using their fingers. They have interesting opportunities to explore various puzzles to further develop their mathematical skills. For example, children show great levels of fascination and persevere while they try to fit puzzle pieces in a tray. This helps build on their cognitive development, critical thinking and problem-solving skills.
- Children gain a good understanding of the natural world around them. For



example, they plant their own flowers and grow fruit and vegetables. This helps children to learn about how food is produced, which gives them a sense of responsibility and a connection with nature.

- Partnership working with parents is strong. Parents are highly complementary about the childminder. They say that she gets to know children really well and considers their individual needs. Parents feel involved in their children's learning and development and praise the progress their children make.
- The childminder helps children to develop an understanding of healthy lifestyles. For instance, children independently make healthy food choices and carry out good hygiene procedures, which are embedded well in the daily routines. They learn to wash their hands after playing outside and before handling food. The childminder provides opportunities for children to have plenty of fresh air and exercise outside in the garden and when they visit the local parks. As a result, children are gaining a greater awareness of leading a healthy lifestyle.
- The childminder completes training to keep her knowledge up to date. She researches topics she feels she needs to gain more knowledge on, when needed. For example, the childminder has attended training to strengthen her knowledge and understanding of the learning and development and assessment requirements. The childminder includes the views of children and parents in the self-evaluation of her setting, helping her to reflect on the quality of service she provides.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of safeguarding and how to protect children in her care. She understands the importance of recording, monitoring and reporting to relevant professionals. The childminder demonstrates a good awareness of wider child protection issues, such as such as radicalisation and female genital mutilation, and is aware of the impact this can have on children. Children learn how to keep themselves safe, both in the home and outside, promoting their well-being. The childminder knows how to act on any allegations that are made against her or members of her household.

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

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

- strengthen the planning and implementation of adult-led activities to further build on what children know and can do
- provide children with enough time to think and respond to questions, so that they can express their own ideas and thoughts.



## Setting details

<b>Unique reference number</b>	EY331999
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10295381
<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>	3 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	5 December 2017

## Information about this early years setting

The childminder registered in 2006. She lives in Ashford, Middlesex. She operates all year round, from 8am to 5pm, Tuesday to Friday, except bank holidays and family holidays. The childminder provides funded 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 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 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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