

Childminder report

Inspection date: 19 July 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

The childminder provides a welcoming and nurturing environment, where children feel happy, safe and secure. They climb onto the childminder's lap with big smiles, as they tell her all about what they have been doing. Children welcome visitors with happy faces and excited conversations. This demonstrates children's real confidence in their environment and supports their personal and emotional development.

Children demonstrate positive attitudes to learning. They respond well to the childminder, who has high expectations and communicates clearly with them. Children know their play environment well, and they confidently move around the setting. For example, they are able to choose the resources they want to play with. Children follow instructions, take turns and use good manners. They regularly help each other during their play.

Children benefit from lots of opportunities outdoors. For example, they play in the garden and go on regular walks and trips in the local community. Children are learning about the environment and the world around them. They notice bugs in the garden, water plants and create their own beach together, extending and exploring ideas. Children demonstrate curiosity as they are keen to learn, and they are making good progress in their development.

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

- Children benefit from a communication-rich environment. The childminder values conversations and models language well. She regularly uses strategies to extend and explore the vocabulary that children use. For example, as they prepare for lunch, the childminder sits with children and engages them in conversation, asking, 'Which cutlery will you choose?' Children then select knives, forks and spoons as the childminder repeats the correct names for each item. As a result, children's developing communication and language skills are supported well.
- Children benefit from opportunities to develop their creativity and imagination. The childminder and her assistant engage in exciting role play with the children, linking real-life experiences to make sense of children's learning. For example, children are excited as they play in a real boat in the garden. They talk about their own trips to the seaside and use the language associated with this as they pick out different resources to support and extend their play.
- Children are well supported by the childminder to learn to do things for themselves. For example, when cleaning garden resources for use, the childminder hands children brushes and involves them in the activity. However, on occasion, the childminder's assistant does not give children these same opportunities and will do these tasks for them while they wait. This means that

children are not always challenged to do things independently.

- The childminder is very reflective of her own practice. She evaluates her strengths and weaknesses effectively and acts on these. She recognises the benefit that working with an assistant has had on her setting. The childminder and her assistant work closely together to effectively use each other's skills to provide high-quality care and education. They regularly take part in a variety of training to keep up to date with current childcare practices. For example, they are both taking part in an online course on children's development. This has a positive impact on their practice and has helped them to reflect on how to support children better in the setting.
- The childminder carries out risk assessments to ensure that children are kept safe. She uses opportunities to talk about safety, such as when they walk next to the road to get into the car. This supports children's understanding of how to keep themselves safe.
- Parents are extremely complimentary about the quality of care and education that their children receive. They state that the childminder and her assistant feel like part of the family and describe the strong bonds that their children have with her. Parents say that information is shared effectively, electronically and through regular conversations. This helps to ensure that there is a shared approach to children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant can identify the signs and symptoms of abuse. They have a secure knowledge of how to keep children safe from harm or abuse. They know what to do if they have a concern about a child. The childminder ensures that she receives regular safeguarding updates from her local safeguarding board. The childminder understands the procedure to follow should an allegation be made against herself or anyone within the household. Regular risk assessments and daily checks take place to make sure that children play in a safe environment.

What does the setting need to do to improve?

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

- support assistant to make the most of spontaneous opportunities to further extend children's independence.

Setting details

Unique reference number	EY490451
Local authority	Surrey
Inspection number	10301541
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 3
Total number of places	5
Number of children on roll	6
Date of previous inspection	9 January 2018

Information about this early years setting

The childminder registered in 2015 and lives in Walton-on-Thames. She operates all year round, from 8am to 6pm, Monday to Thursday. The childminder provides funded early education for three- and four-year-old children.

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together and discussed the early years foundation stage curriculum.
- The inspector observed the quality of care and education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the quality of interactions between the childminder, her assistant and the children.
- Parents shared their views of the setting through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and the suitability of household members.

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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