

# Childminder report

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Inspection date: 19 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

Children enjoy their time with this nurturing childminder. They demonstrate that they are happy, confident and feel safe in her care. Children form secure bonds with the childminder and go to her readily for cuddles and reassurance. They enjoy learning and eagerly include the childminder in their play. For example, children invite the childminder when playing with the toy animals. They giggle when the childminder puts on different voices as she pretends to be a farmer. The childminder uses lots of open questions which encourages children's language and critical thinking skills. For instance, the childminder asks children what foods monkeys like to eat. Children respond with a long conversation about bananas and pancakes. Children have lots of fun together.

The childminder acts as a good role model and has high expectations for children's behaviour. Children respond positively to her strategies that promote children's good behaviour. They are learning how their actions can impact on others. The childminder designs an effective curriculum for children which provides suitable challenge. Children tidy away toys after play and help themselves to water when they feel thirsty. They learn how to prepare and cut up fruit ready for snack. All these experiences are helping children to be ready for going on to nursery or school.

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

- The childminder understands the importance of keeping her knowledge and skills up to date. She ensures all mandatory training, such as first aid, remains valid. The childminder attends a range of training. She reflects on how this will make improvements to her practice. For example, the changes to the way she tracks children's progress helps her to easily identify any gaps forming in their development. The childminder is then able to swiftly adjust her planning to help children move on to their next steps in learning. As a result, children are making good progress.
- Children confidently select books and are keen to listen to stories. They sit on the carpet or snuggle up to the childminder and enjoy turning the pages. Children repeat phrases and words. The childminder sensitively repeats words children occasionally pronounce incorrectly. Children are keen to learn and are building their vocabulary, enabling them to communicate using complex sentences.
- Children's behaviour is good. The childminder helps children develop confidence in social situations. She regularly takes them to toddler groups and to parks to meet other children. This helps children's physical development as well as learning about how to share and take turns.
- The childminder encourages children to respect each other. Children learn about

a variety of cultural festivals through discussions and art activities. This helps them to understand diversity and explore similarities and differences between themselves and others.

- Children enjoy filling plastic bottles with pasta and rice. They are learning about numbers and mathematical language. Children confidently count the number of scoops it takes to fill the bottle. Children are beginning to understand numbers and what they represent. These activities are helping children's mathematical development.
- Children use their imagination playing with the toys on offer. However, they do not have independent access to mark making or craft materials. This limits children's creativity and imagination.
- The childminder's home is clean and well maintained. She follows good hygiene practices throughout the day. For instance, children wash their hands, and the childminder cleans surfaces after play activities. However, occasionally, she does not give children consistent messages regarding how handwashing can support their good health. This does not consistently support children's overall well-being.
- Parents speak highly of the childminder and of the care and education their children receive. The childminder develops secure relationships with parents. She shares relevant information about their children daily. This is through sending electronic messages, photographs and face-to-face communication. The childminder also works alongside other early years provisions children also attend. These effective partnerships help to provide consistency of care and education for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends child protection training to keep her knowledge up to date. She has a good understanding of safeguarding and how to keep children safe. The childminder is fully aware of local authority procedures to follow should she have any concerns about a child's welfare. She carries out daily safety checks on all areas of her home and garden so that children play in a safe and secure environment. Children learn about their own safety, through learning how to use play equipment correctly. They demonstrate this when they discuss the dangers of picking a ball up during a football game, stating they may get hurt.

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

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

- enhance children's opportunities to use a variety of materials and tools to express themselves more freely
- strengthen the consistency of good hand hygiene to support children's

understanding of the links between hygiene and good health.

## Setting details

<b>Unique reference number</b>	121215
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10301572
<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>	2 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	12 January 2018

## Information about this early years setting

The childminder registered in 1995. She lives in Ash, Surrey. The childminder provides care Wednesday to Friday, from 8am to 6pm, all year round. This is with the exception of bank holidays and family holidays. She is registered to provide funded places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hazel Farrant

## 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 childminder.
- The inspector and the childminder completed a learning walk around all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence about the childminder's suitability and training.
- The inspector talked with parents to seek their views about the childminder. Written comments from parents were also read and considered during the inspection.

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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