

Childminder report

Inspection date: 31 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

Children thoroughly enjoy the time they spend with the childminder. They are happy and feel safe. This can be seen when children laugh and giggle as they make a den with blankets. Older children show great kindness to younger children, such as when they read stories to them. Children show high levels of confidence. For example, they expertly introduce themselves to visitors. The childminder is a good role model. For instance, she gently reminds children to say 'please' and 'thank you' and gives consistent messages about her high expectations of children. Children are polite and well mannered.

The childminder enhances children's knowledge and understanding of people around the world. For example, she encourages children to talk about a range of cultures, abilities and family structures. This helps children to respect people from a range of backgrounds, which prepares them well for the future.

Children extend their early mathematical skills. The childminder ensures that children have many opportunities to learn about shape and measure. For example, children make spheres and cylinders with play dough. Additionally, children enhance their knowledge of number, such as when they count the pieces of fruit on their plate at snack time.

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

- The childminder uses questions effectively to extend children's knowledge and understanding. However, sometimes she asks lots of questions in quick succession. Therefore, children do not have time to process and respond to what they are being asked. This means they do not develop their thinking and problem-solving skills to the highest level.
- The childminder uses assessment well to monitor children's progress. This assists her to plan activities to help close any emerging gaps. However, she does not share information about learning and development with other settings children attend to provide continuity.
- The childminder shares ideas with parents, so they can extend children's learning at home. For example, she provides resources to support children to learn to write lower case letters. This helps to ensure that the childminder involves parents in their child's learning journey.
- The childminder helps children to learn about rules and boundaries. For example, she gently reminds them to eat in the kitchen and not in the living room. Furthermore, she explains why rules are in place. For example, children know not to run indoors as they might bump into furniture and hurt themselves.
- Children enjoy being with their friends and play well together to achieve shared goals. For example, they spend a long time building the 'perfect' board walk in

the garden that they can all use. Additionally, they concentrate for long periods of time working side by side as they make marks on paper with a paintbrush. This positively promotes their social and early writing skills.

- The childminder helps to develop children's understanding of the natural world, such as when they visit local woodland. Furthermore, they learn about important people in the world, such as vets who help to keep animals safe.
- The childminder has strong bonds with the children in her care. She gives children plenty of praise and encouragement, which helps to successfully develop their self-esteem and supports their emotional well-being. This is demonstrated when children confidently ask for help when needed.
- The passionate childminder regularly evaluates her service, which includes feedback from children and parents. She discusses children's interests with parents and encourages children to plan the activities that they would like to do.
- The childminder keeps her skills and knowledge up to date. For example, she has completed training on autism. This helps her to support and meet the needs of children with special educational needs and/or disabilities.
- Parents speak very highly of the childminder. They comment on how happy and settled their children are in the childminder's care. Additionally, they remark on the progress their children have made, particularly in confidence and communication and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training. She confidently demonstrates a thorough knowledge of the signs that a child may be at risk of harm. She understands the processes to follow if she has concerns about children's safety. This includes the agencies to contact should there be an allegation against herself or a household member. The premises are safe and secure. The childminder completes risk assessments of the environment to help identify and minimise any risks to children. Furthermore, the childminder helps children learn how to keep themselves safe, such as when they practise emergency evacuation procedures.

What does the setting need to do to improve?

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

- give children more time to respond to questions so that they can process and express their thoughts
- develop further information sharing about learning and development with other settings that children attend to promote continuity.

Setting details

Unique reference number	EY496010
Local authority	Surrey
Inspection number	10301545
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	3 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 January 2018

Information about this early years setting

The childminder registered in 2015 and lives in Reigate, Surrey. She operates all year round, from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays.

Information about this inspection

Inspector

Michaela Borland

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 provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed the provision and discussed with the childminder the safety and suitability of the premises.
- 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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