

Childminder report

Inspection date: 3 August 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 are very settled in the childminder's home. They are confident and independent. Children are encouraged to choose their own play, and they independently carry out tasks such as putting on their shoes. The childminder has a good understanding of the curriculum, which she implements effectively. She has high expectations of children and plans motivating experiences that excite them. Therefore, children have a positive attitude towards their learning. Children are enthusiastic about transport. The childminder takes children to the local airfield where they excitedly learn about different modes of transport, such as a helicopter.

The childminder is a positive role model. Children are polite and behave well. They play together happily, share and take turns. Children are caring towards each other. For instance, they hug each other kindly and sit harmoniously side by side looking at books together. The childminder teaches children about the importance of healthy lifestyles. For example, children understand the importance of drinking water to remain hydrated. Children have good opportunities to develop their physical skills. For instance, they visit the park daily and use challenging equipment, such as rope ladders, safely and with confidence.

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

- The childminder establishes secure and trusting relationships with children and gets to know them well. Children are very happy and enjoy the childminder's company. They feel safe and secure in her presence. They seek her out for hugs and reassurance and giggle happily as they read books together.
- The childminder has a good knowledge of all areas of learning and ensures that she plans activities and experiences that she knows will keep children motivated to learn. She gets to know what children like and dislike and plans accordingly. For example, when children have a keen interest in being creative, the childminder provides them with a wide range of interesting ways to create art. They explore paints and different objects, such as cotton reels and string.
- Overall, the childminder successfully supports all children to make good progress. Children have some opportunities to learn about the natural world around them. For instance, they occasionally enjoy planting seeds. However, the childminder does not provide more-consistent opportunities for children to explore and investigate the world around them.
- The childminder supports children to develop some good communication skills. For example, they hear a wide range of words as they enjoy listening to stories. However, the childminder does not consistently provide children with enough time to think and then respond to questions. At times, she is too quick to step in and provide them with an answer. Therefore, children do not have consistent

opportunities to build on their developing communication skills even further.

- The childminder supports children to develop a good understanding of other people's similarities and differences from around the world. This includes cultures and religious beliefs. Children enjoy talking about different countries and learning about the traditional foods that are eaten there.
- The childminder establishes positive relationships with parents and keeps them fully informed about their children's learning and progress. For example, she shares videos and photos daily of what children have enjoyed doing and their achievements. This helps to provide children with a consistent link between home and the setting. Parents speak highly of the childminder and say that they are delighted with the service she provides. Parents describe the childminder as 'caring', 'nurturing' and 'fun'.
- The childminder reflects on her practice at the end of every day. She evaluates how well the day has gone and how well she has engaged children in their learning experiences. The childminder carefully considers the views and feedback provided by children and parents. She has good links with other childminders. They share ideas and good practice with each other. The childminder uses her findings to support her future activity plans.
- The childminder is proactive in ensuring that she continues to build on her skills and keep her knowledge up to date. For example, she carries out independent reading and research and attends early years webinars.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding and child protection policies and procedures. She has a secure understanding of the signs and symptoms of abuse. The childminder knows who to contact to seek advice and how to raise and follow up any issues. She ensures that she attends safeguarding training and keeps her knowledge up to date. The childminder teaches children how to keep themselves and others safe. For example, when they visit the duck pond, they talk about the rules to help keep them safe around water.

What does the setting need to do to improve?

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

- provide children with enough time to think and then answer questions to continue to build on their developing communication skills
- support children to build on their interest in the natural world and extend their opportunities to explore and investigate even further.

Setting details

Unique reference number	EY383078
Local authority	Surrey
Inspection number	10301609
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 January 2018

Information about this early years setting

The childminder registered in 2008 and lives in Chertsey, Surrey. She operates all year round from 8am to 5pm, Monday to Thursday.

Information about this inspection

Inspector

Kelly May

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 inspector had a learning walk with the childminder. The inspector assessed the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation, including safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and reviewed written feedback from parents and considered their views.

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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