

Childminder report

Inspection date: 12 September 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 enjoy a warm and friendly greeting as they arrive at the childminder's home. They feel safe and secure. Children separate from their parents happily. They quickly become absorbed in an interesting farm activity that has been set up for them. The childminder talks with the children about the different animals and discusses the noises they make. Children have close and meaningful relationships with the childminder. They snuggle up with her and ask for a cuddle during story time.

The childminder introduces immersive activities that allow children to engage in a range of experiences. They enjoy exciting walks to local fields, woods and nature reserves. As children explore the area, the childminder supports them to build on their physical skills. Children giggle happily as they run, jump and throw balls. The childminder draws on children's attention and begins examining the fallen leaves. She explains that this has happened because it is now autumn. Children enjoy this new language and attempt to use words themselves. Children engage in their learning. They confidently use new vocabulary and learn about the natural world.

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

- The childminder enhances children's communication skills remarkably well. She has conversations with children about their families and friends as they look at photographs on the wall. The childminder delivers clear and consistent explanations as she carries out routines and discusses activities. Young children try hard as they begin to develop short phrases and sentences. The childminder offers children plenty of praise when they practise and repeat words correctly. Children build a strong vocabulary.
- Children enjoy a wide variety of stories, which are frequently read to them. They take the books to the childminder and remain engaged as she talks about the pictures with them. Children begin to develop favourite books and happily sit to explore them by themselves. Children are developing a secure love of reading.
- The childminder encourages children's independence well. She provides young children with the opportunity to feed themselves at mealtimes. The childminder encourages children to understand the need for good hygiene by, for example, washing their hands. They confidently wipe their hands and faces before leaving the table. This promotes children's understanding of good health and self-care.
- Parents speak highly about the care and education provided by the childminder. They receive frequent updates about their child's progress and feel well informed about their child's learning. Parents also discuss the high-quality healthy meals that the childminder provides and how much their children enjoy them. Parent partnerships are strong.
- The childminder reflects on her curriculum frequently and carefully plans

activities to build on what children know and can do. For example, she introduces children to a range of different rhymes and action songs to extend their language skills. She also implements new equipment to allow children to climb and explore their physical abilities inside. However, occasionally, the childminder does not promote learning experiences that support children's understanding of mathematical concepts. She does not consistently consider this throughout her planning, to ensure she builds on what children know about numbers, shapes and measurement, for example.

- Children behave well and understand what is expected of them. When the childminder begins to prepare snack, children excitedly offer to help and carefully get the plates from the cupboard. They follow instructions with ease and take themselves to their chairs. Children wait patiently for the childminder to strap them in safely. Children demonstrate a clear understanding of the rules and boundaries at the childminder's home.
- The childminder engages in regular professional development courses to build on her knowledge and skills. For example, she recently completed a course that explored the significance of dental hygiene in the early years. This enhanced the curriculum, and she now implements activities focused on toothbrushing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements a robust safeguarding policy. She frequently updates her training to keep her knowledge relevant and up to date. The childminder has a clear understanding of safeguarding concerns, such as female genital mutilation and county lines, and how these must be reported. The childminder also has detailed procedures in place that outline what she must do in a situation where she has a concern that a child may have fallen victim to abuse. The childminder understands the importance of ensuring that those who live in her household remain suitable to have contact with children.

What does the setting need to do to improve?

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

- strengthen the mathematics curriculum throughout activities and planning in order to consistently promote children's knowledge of mathematical concepts.

Setting details

Unique reference number	EY410395
Local authority	Surrey
Inspection number	10304896
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 February 2018

Information about this early years setting

The childminder registered in 2010. She lives in Cranleigh, Surrey. The childminder operates Monday to Friday, from 7.30am to 6pm, during term time only. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Nicola Houston

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 childminder provided the inspector with a sample of key documentation on request.
- Parents spoke to the inspector 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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