

# Childminder report

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Inspection date: 14 September 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 are settled and confident in the childminder's warm care. She is attentive, offering children comfort and reassurance when they are upset. The childminder helps children to swiftly engage in play and learning. She encourages them to be independent, such as cutting up their own fruit and helping to tidy away after snack time. Children beam with pride as the childminder offers them praise, such as a 'thank you' for their help. She supports their emotional well-being effectively.

The childminder has clear plans for teaching skills to children to achieve during their time in her care. She is supportive and encourages them to keep on trying by, for example, adding in suggestions to help them succeed. The childminder is a positive role model for children, supporting them to develop good manners, for instance. She provides children with a stimulating learning environment in which to play. They are eager to explore and join in with the activities that the childminder plans to support their learning. For instance, they snuggle in close to share engaging stories, laughing with delight as they use puppets and props. Children learn to take turns and play cooperatively. They develop a good range of skills to support them to move on to the next stage in their education.

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

- The childminder supports children to become confident communicators. She helps them to hear new words as they play, such as introducing them to 'passengers' in their cars. The childminder supports children to hear the right words to use, gently correcting 'broke' to 'broken'. She provides good support for children's developing speech and communication skills.
- The childminder is skilful in supporting children's individual needs. Older children enjoy looking at letters and identifying numbers. The childminder questions older children to encourage them to think and make links to what they already know. Younger children have the space to freely explore outdoors, filling and emptying water containers. The childminder comments on what younger children do, helping them to hear words as they play. All children are busy and engaged in their play and learning.
- Overall, children behave well. Older children know the expectations and boundaries the childminder has for them. They listen to what the childminder says and respond swiftly to requests and instructions. The childminder helps older children to make links about their feelings and emotions. However, at times, younger children need more support to manage their feelings and behaviour. The childminder does not consistently help them to understand how their behaviour can affect others.
- The childminder knows the children she cares for well. She knows what they can do and plans to build on their skills. For example, older children confidently

identify numbers as they catch toy fish outdoors. Occasionally, the childminder does not fully extend children's skills over time. She does not consistently spend enough time showing and explaining to children, to build on what they already know. This slows the rate at which children deepen their knowledge and skills.

- Children benefit from good support for their physical health. They learn effective handwashing routines, for example, and have opportunities to play energetically. The childminder works in partnership with parents to ensure children have nutritious meals. Children have effective support to develop healthy and active lifestyles.
- The childminder helps children to explore similarities and differences. They look at eye colour, for example, and meet different people and see different places. Children benefit from learning about the diversity of the wider world.
- The childminder reflects on her practice. She makes changes to have a positive impact on children. For example, she has reviewed the information she collects from parents when children first start. This has helped her to settle new children in more swiftly.
- Parents report very positively about the care the childminder provides for their children. They comment on the good range of opportunities the childminder offers of 'things to do and places to go'. Parents say their children 'do not look back' when dropped off for a day with the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe and promote their well-being at all times. She attends regular training to keep her knowledge of safeguarding matters current. The childminder is aware of signs and indicators of possible abuse. She knows the local authority procedures to follow if she has any concerns about children's welfare. The childminder understands the actions to take if there are any allegations made against her or members of her household. She provides a clean and safe place for children to play and learn.

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

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

- support children to understand how their behaviour affects others and to help them understand and manage their own feelings and behaviour
- give children the support they need to continuously build on the new skills they are learning.

## Setting details

<b>Unique reference number</b>	EY390616
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10305470
<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>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	22 February 2018

## Information about this early years setting

The childminder registered in 2009. She lives in Guildford, Surrey. The childminder provides care Tuesday to Friday, from 7.30am to 6pm, during school term times only. She receives funding for the provision of free early education for children aged two, three and four years. The childminder holds a level 3 early years qualification.

## Information about this inspection

**Inspector**  
Emma Dean

## 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 this 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 for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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