

Childminder report

Inspection date: 15 May 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 happy and secure in the childminder's warm, home-from-home environment. They confidently participate in activities that she sets out. Children have good relationships with the kind and nurturing childminder. They are supported well in learning about expectations of their behaviour, such as sharing and taking turns during play. Children respond positively to continual praise and encouragement from the childminder, which helps to raise their confidence and self-esteem.

Children make independent decisions about what to play with and explore from a range of resources and activities, both indoors and outdoors. Children use their imaginations well as they play with small-world figures. Children enjoy the childminder's engagement during their game and they confidently negotiate their play ideas. The childminder follows their lead effectively.

Children enjoy learning about the world around them and make good progress in their physical development. They benefit from plenty of fresh air and exercise. The childminder takes children out to various places of interest, such as local groups, soft play and woodland walks. In addition to this, children understand good hand hygiene routines and thoroughly enjoy the healthy lunch that the childminder provides.

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

- The childminder gets to know the children well and understands their interests and what they need to learn next. Overall, she provides them with a good mixture of play and learning opportunities across the curriculum. However, at times, the childminder does not plan activities with a precise enough focus on children's next steps in learning. Their next steps in development are not fully considered or consistently supported.
- The childminder supports children's early communication skills well. She clearly emphasises key words within her interactions, introduces new vocabulary and models the correct pronunciation of words. For instance, children learn words such as 'absorbed' and 'crunch' as they explore different materials with model dinosaurs. Children listen carefully to the childminder and respond to her guidance. This helps to support their understanding and language development.
- The childminder places a strong focus on children's growing independence. Children are encouraged to wash their hands and feed themselves at the table. They choose what they would like to play with and access toys and resources independently. Children are motivated and have a can-do attitude as they have a go at putting on their shoes ready for the garden. This prepares children well for their next stage of learning and eventual move to school.

- Partnerships with parents are strong. Parents are complimentary about the childminder. The childminder speaks with parents at drop-off and collection times about children's care needs and achievements. Parents appreciate the advice the childminder offers them about how to support their children at home.
- The childminder helps children to learn about the differences and similarities between themselves and others. She provides the children with a range of positive images, books and resources to help children understand the diverse world around them. Children engage in conversations about the difference in their hair colour and styles as they explore small-world figures.
- The childminder is clear about what she wants children to learn in order to be ready for school. For example, she has links with the local primary school and understands the skills and knowledge children need when they start Reception class. This helps to prepare children for their transition to school.
- The childminder is committed to providing children with the best care and learning experiences. She attends courses regularly to support her practice. For instance, she has recently taken part in a course on supporting children with special educational needs and/ or disabilities. The childminder has good links with another childminder. This enables her to share information about changes to early years requirements and share good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a thorough understanding of how to protect children. She knows the signs and symptoms of abuse or neglect that may cause her to believe a child is at risk of harm. The childminder is aware of how to report any concerns and what to do should an allegation ever be made against herself or a member of her household. The home is safe and secure, and children learn how to keep themselves safe. For instance, they are gently reminded to use the garden slide appropriately, and the childminder provides children with clear explanations to support their understanding of safety. They know the importance of sitting to eat at the table during lunch and not to speak with their mouths full.

What does the setting need to do to improve?

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

- strengthen planning so that all children fully engage in the learning opportunities on offer.

Setting details

Unique reference number	EY309361
Local authority	Surrey
Inspection number	10285846
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	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	20 October 2017

Information about this early years setting

The childminder registered in 2005. She lives in Reigate, Surrey. The childminder provides care all year round, from 8am to 5pm, Monday to Friday. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Kimberley Luckham

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 provider.
- The childminder showed the inspector around her childminding premises to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector. Parents' views were taken into account.

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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