

# Childminder report

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Inspection date: 31 October 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**

The childminder provides a nurturing and homely environment. Children settle quickly and feel very secure. They know the routines and boundaries and are confident to explore the environment independently. For example, children know what to do when getting out of the car. They listen to the childminder's instructions as they walk across the road and into the childminder's home. Children are extremely happy and content. The childminder meets the children's needs well, giving them cuddles and reassurance when needed. For instance, they are comforted when they hurt themselves or are upset. This supports their emotional development.

The childminder provides children with opportunities to learn about life cycles. For example, children enjoy taking part in planting seeds and growing vegetables. They learn how to take care of what they have planted and have opportunities to taste the food they grow. This encourages children to try new foods and helps to promote a healthy diet.

The childminder supports children to behave well. Children are excited to play together, showing kindness and consideration for each other. For instance, they take turns and share the toy cars. The childminder offers lots of reassurance, encouragement and praise. For example, she says 'well done' as they sit at the table for snack. This motivates children and helps them to recognise that they are behaving in the right way.

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

- The childminder is passionate about providing children with a positive start to their education. She provides a well-balanced curriculum, planning a wide range of interesting activities. The childminder skilfully includes all children and supports their interests according to their ages and abilities. For instance, children are encouraged to use various tools to scoop and sprinkle lentils. This supports children's individual learning well.
- The childminder has a strong knowledge of children and their backgrounds. This allows her to provide children with experiences that they may not have otherwise taken part in. For example, children relish at being outside and taking part in forest school inspired activities. They enjoy walks through the woods, where they collect a range of natural resources. Children make good progress in their learning and development.
- Overall, conversations are rich and purposeful. For instance, the childminder talks to the children about their past activities and relates it to what they are doing. She engages children in regular conversation throughout the day to help support their developing communication skills. However, on occasion, the

childminder does not give children time to respond to questions to help build on their thinking and problem-solving skills. This does not support children to continually develop their communication and language skills.

- The childminder plans thoughtful trips for children every week that relate to their development. For example, they go to a gymnastic group, playgroup and local places of interest. The childminder helps children to understand their place in the community. For instance, they visit the local community centre and enjoy spending time looking at books and talking with elderly people. This supports children to develop their knowledge about the wider world.
- The childminder supports children to become independent in their care and learning. For example, children confidently take off their coats and shoes when they arrive and put them away. They are developing the skills they require to confidently meet their own needs and become independent learners.
- The childminder values working in partnership with other professionals. She recognises the importance of this, so support is swiftly identified and requested when needed. The childminder shares information about children's development with other settings that children attend. This enhances children's learning, so they continually develop.
- Parents are extremely positive about the childminder. The childminder shares the children's learning and development with them and provides activity ideas to do at home. Parents value the relationships that she has developed with their children and the opportunities their children have, such as visits to houses and grounds of national interest sites.
- The childminder keeps her knowledge and understanding up to date through relevant training courses and support networks. When she identifies an area in which she can further develop, she seeks appropriate training or will research the subject. This supports her to meet the needs of the children in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of how to keep children safe from harm. She completes regular safeguarding training that extends and keeps her knowledge current. The childminder is aware of the signs and symptoms of abuse. She is confident in what to do if she needs to make a referral about a child or an adult. The childminder has secure risk assessments in place at home and when she goes out with the children. For instance, she has a bag with safety items in, such as a first-aid kit, which she always takes out with her.

## 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 more time to respond to questions asked to help build on

their thinking and problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY290098
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10304370
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	17 January 2019

## Information about this early years setting

The childminder registered in 2004 and lives in Godalming, Surrey. She operates for the majority of the year, from 8.30am to 5.30pm, Monday to Thursday. She holds a recognised childcare qualification at level 3.

## Information about this inspection

### Inspector

Nicole Atkinson

### 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 the premises and discussed how she ensures they are safe and suitable.
- 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 children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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