

# Childminder report

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Inspection date: 29 November 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 happy and settle quickly in the childminder's home-from-home setting. They separate confidently from their parents at the door and quickly join their friends to play. The childminder is a good role model for the children and fun to be around. This motivates the children to learn, and they eagerly join in with activities with her. For example, they pretend to ride on a space rocket to the moon and 'whoosh' around the garden. The childminder sets house rules, which enables children to feel safe and secure in her care. Children understand expected behaviours and show kindness towards each other. For example, they explore the environment using a torch or binoculars, and they swap toys with each other.

Children quickly develop independence skills and learn how to cater for their own personal needs. For instance, children are excited to show visitors how they put their coat on themselves using the magic of 'the up and over' technique. They quickly grow in confidence and receive lots of praise and encouragement from the childminder. They are well prepared for future learning.

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

- The childminder provides a sequenced and well-balanced curriculum that extends children's knowledge and skills. She encourages children to investigate and explore. For example, when a child asks how many people have been to the moon, they use the internet to find out together. This gives the children the skills they need to learn independently.
- The childminder reflects on her continuous professional development and ensures that she attends mandatory training. She targets her training to help support children's individual needs. For instance, she has completed training on food allergies. However, the childminder has not sourced a broad range of training to enhance her implementation of the curriculum.
- Parents speak highly of the childminder. They value her support and compliment the daily messages sent home. This gives them reassurance and trust in the childminder. The childminder exchanges information with parents at drop-off and pick-up times, which she then uses to enhance children's learning.
- The childminder ensures that parents are supported to receive their funding entitlement. She works within her local community to provide families with information and support to access funding. For example, she regularly attends local events and uses this opportunity to network with families and share information. Funding is used effectively and has a positive impact on children.
- Children develop their speech and language well. For instance, the childminder introduces new vocabulary and constantly role models speech. When playing with dinosaurs, the childminder explains that T-rex is a short word that means tyrannosaurus. Children who speak English as an additional language are

supported well, as the childminder uses objects of reference to introduce new words, naming fruit at snack time, for instance.

- The childminder provides regular opportunities for children to develop their physical skills. She speaks passionately about the importance of practise and repetition to embed children's learning. For example, children throw and catch balloons together. This builds their coordination and turn-taking skills well.
- Children are given responsibilities and opportunities to develop their independence. For example, they excitedly feed the pet guinea pigs with carrots they have grown in the garden. Children problem solve effectively from an early age. For instance, they recognise that the carrot is covered in mud and use rain water to wash it before feeding the guinea pigs. This extends their understanding of the world.
- The childminder is skilled at using everyday opportunities to introduce mathematics into children's play. Children learn numbers, colours, shapes and size from an early age. For example, they count how many steps they take across stepping stones. It is clear that the childminder has ignited a love of mathematics and literacy in the children as they attempt to write their name on their artwork, asking the childminder to write numbers on their creations too.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities for safeguarding and attends regular safeguarding training to update and improve her knowledge. She demonstrates a secure knowledge of local safeguarding partnerships and knows how to keep children safe in her care. She makes teaching safety a top priority and gives children the skills and knowledge they need to protect themselves from harm. For example, she teaches children road safety on the school run and on outings. The childminder is aware of the reporting procedures to follow if she has concerns. She has clear procedures in place to follow if there are any changes to her household, and she is aware of the importance of informing Ofsted.

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

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

- source a broader range of training opportunities to further enhance your own knowledge and the implementation of the curriculum.

## Setting details

<b>Unique reference number</b>	EY447730
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10301637
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	22 January 2018

## Information about this early years setting

The childminder registered in 2012 and lives in Sunbury-on-Thames. She operates during term time only, from 7.45am to 5.30pm, Monday to Thursday, and from 7am to 9am on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Estcourt

### 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 this into consideration in her evaluation of the provider.
- The inspector obtained the views of the parents in person and through written feedback.
- The inspector sampled a range of documentation, including the safeguarding policy and progress check for two-year-olds.
- The childminder and inspector completed a learning walk together and discussed the learning intentions for the children.
- The inspector observed the quality of education being provided and assessed the impact this was having on the children.

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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