

Childminder report

Inspection date: 18 December 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 build strong bonds with the childminder, who is kind and caring. She knows children well and plans activities to nurture their interests and inspire their learning. For example, she ensures that she has dolls and a buggy accessible for children to play with. This helps them to understand how to care for younger children in the childminder's home. Children are content, happy and their behaviour is good. They are kind to other children in the setting and show compassion for each other's needs. Children demonstrate that they feel safe and secure. This helps them to settle well and supports their personal, social and emotional development.

Children enjoy regular exercise and fresh air. For example, they have access to a garden and take daily trips to the park. This helps to support their physical skills, such as balancing, running and climbing. The childminder focuses on developing children's communication and language skills. For example, she asks questions about the resources and activities they play with. The childminder also recognises that children need help to develop their social skills. For example, she attends toddler groups so that they can meet and interact with other children of different ages. All children make good progress, including those with special educational needs and/or disabilities (SEND).

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

- The childminder expects children to behave well and reminds them of the boundaries and rules in the setting. Children show respect for the childminder, listen to instructions and respond positively. For example, the childminder asks children to use 'kind hands' and share toys with each other. Children play together and form good friendships. The childminder encourages children to play collaboratively by providing activities where they can work alongside each other. For example, children scoop cereal into weighing scales and work as a team to ensure that they evenly balance. However, at times, the childminder does not organise resources in the environment as well as possible to support children's learning and enjoyment.
- The childminder focuses on ensuring that children are ready for starting school by encouraging the use of certain skills. She places emphasis on children's independence and confidence. Children look after themselves by demonstrating certain skills, such as taking themselves to the toilet and washing their hands. The childminder works well in partnership with parents to support children's individual needs. For example, children who show an interest in toilet training at home are fully supported with help from the childminder.
- The childminder promotes children's healthy lifestyle. For example, she talks to them about brushing their teeth and how often they should be doing so. The childminder encourages children to eat well by providing healthy food at snack

time, such as fruit and vegetables. She extends this by working in partnership with parents who are struggling with selective eaters. The childminder suggests ways for parents to help children try new foods and offer more variety. For example, she asks the parent to put more healthy food in the lunch box to allow for better choices.

- There are effective arrangements for working in partnership with parents. The childminder communicates effectively with parents and provides regular feedback about children's progress. Parents say that children make clear improvements in their development, such as becoming more confident and using more vocabulary. They compliment the childminder and say how happy and enthusiastic their children are to attend. Parents state that children are all treated equally and that they are safe while in the childminder's care.
- The childminder keeps her knowledge up to date by attending regular training and seeks advice from outside professionals, such as health visitors and social workers. She identifies training that she needs and attends relevant courses to ensure that children have the best possible learning outcomes. For example, the childminder attends training on SEND. This allows her to understand all children's needs and how she can fully support them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and her role in child protection. She can clearly identify signs of abuse, including physical abuse and neglect. The childminder can confidently explain the process to report a concern about a child or an adult. She is in regular contact with outside professionals, who she seeks advice from. The childminder extends her knowledge further by attending regular training courses on issues such as female genital mutilation and radicalisation. She has a thorough safeguarding policy, which is easily accessible. The childminder strives to keep all children safe and secure.

What does the setting need to do to improve?

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

- review and refine the planning of the environment to ensure that resources are used to the very best effect to support children's learning.

Setting details

Unique reference number	EY431753
Local authority	Surrey
Inspection number	10308348
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in Bagshot, Surrey. She operates all year round from 7.30am to 5.30pm, Monday to Friday.

Information about this inspection

Inspector

Lynne Murray

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 that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder 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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