

Childminder report

Inspection date: 20 January 2025

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

The childminder offers children a home-from-home environment where they are immersed in play from the moment they arrive. She is incredibly warm, caring and sensitive in her interactions with children. The childminder gives children her undivided attention when they play. For instance, she successfully supports children who are learning to walk. The childminder ensures they are safe by holding their hands and supervising them as they practise their new physical skills.

The childminder knows children well and provides a wide and varied curriculum, which helps children to make good progress. She provides a wide range of resources that suit children's needs. The childminder regularly rotates her resources to create excitement and interest in the environment. Children show positive attitudes and develop confidence in their abilities. For instance, they enjoy spending time in the home corner, pretending to 'cook' food and make drinks for each other.

The childminder is a positive role model and has high expectations of children's behaviour. Children listen to the childminder well and happily follow her instructions. For instance, younger children help to tidy their toys away.

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

- The childminder builds strong partnerships with parents from the start, gathering detailed information to help children settle quickly. She uses this information to help her plan for their learning from the beginning. Parents appreciate the flexible settling-in procedures which the childminder provides. Children settle in quickly and have a strong sense of belonging.
- The childminder observes and assesses children to plan for their future learning. She ensures that parents are kept well informed of children's next steps in learning and know how they can support their children's continued learning at home. Parents comment that their children enjoy being in her care and have a very good relationship with her.
- The childminder maintains high expectations for children's learning. She teaches children to persevere during play. For instance, babies show good concentration skills and small-muscle control as they build with stacking rings. They show pride in their achievements by clapping their hands.
- The childminder skilfully teaches mathematical concepts, such as counting in sequence, through age-appropriate interactions. For example, as children giggle with glee as they pop floating bubbles, she points to them while counting. Children begin to develop an understanding of numbers and counting from a young age.
- Children benefit from a wide range of opportunities to be physically active. For

instance, the childminder takes children on walks to local parks and woodlands. She talks to them about the trees that they see. This helps children to learn about the world around them.

- The childminder teaches children the importance of leading a healthy lifestyle effectively. For instance, through physical activity, healthy eating and following good hygiene habits. Children wash their hands regularly and understand the importance of coughing into their elbow. This encourages children to develop an understanding of healthy habits.
- The childminder helps children to learn about differences and other cultures. Children often meet people from other cultures in the local area. The childminder uses these experiences to teach children about cultures different to their own.
- The childminder encourages children to behave well, taking into account their age and stage of development. She uses books to help them learn the words needed to express their feelings and emotions. The childminder actively promotes sharing and turn-taking through modelling and encouraging children to ask politely for their turn.
- Children experience regular outings where they meet up with other childminders and people in the community. For instance, they attend local playgroups and messy play sessions. This helps children develop their social skills and widens their participation in the local community.
- The childminder is reflective and regularly meets with other childminders to exchange ideas. She generally supports children's language skills well. For example, the childminder introduces new vocabulary, such as 'kiwi' and 'toast', as they play in the home corner. However, she does not successfully use a range of strategies to help children with limited speech to communicate. That said, the childminder plans to complete additional communication training to extend her knowledge further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- target training to increase knowledge of strategies to support younger children's language and communication skills.

Setting details

Unique reference number	120348
Local authority	Surrey
Inspection number	10372087
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	0 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 April 2019

Information about this early years setting

The childminder registered in 1990. She lives in Egham, Surrey. The childminder operates her service each weekday from 8.30am to 5.30pm, all year round, except on public bank holidays. The childminder provides funded early education for children.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector held discussions with the childminder about how she plans to support the individual learning needs of children.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and suitability checks.
- The inspector reviewed written comments from parents and considered their views and opinions.
- A joint observation of an activity was carried out with the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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