

Childminder report

Inspection date:

7 November 2024

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 cared for in a secure and welcoming environment. The childminder knows the children well and is very responsive to their care and learning needs. She considers children's developing interests and delivers a broad range of exciting activities that focus on their developing skills. Children enjoy their time with the childminder, who offers reassurance and support for their emotional well-being. Children understand what is expected of their behaviour and the rules and boundaries. The childminder supports children to take turns and share the available resources. The childminder prompts the children about the use of good manners to show high levels of respect and consideration for others.

Children have access to a learning environment full of activities to choose from. These appeal to a wide variety of ages and stages of development. Children make good progress and show good levels of concentration and engagement. The childminder has a clear intention for children's readiness for school. For example, she allows children to try things for themselves and encourages them to be independent, ready for the next stage of their educational journey.

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

- The childminder gathers information about children from their families when they first start. She uses this information, and her observations of children, to plan experiences for them that they may not get elsewhere. For example, the childminder takes them to local toddler groups to build their confidence in talking and sharing with other children.
- The childminder has implemented an effective curriculum to support the development of children's physical skills. Children play with large soft-play equipment to build towers on which to balance and climb. Children learn to use their small muscles to press and mould play dough. They enjoy rolling the dough flat and cutting out various shapes. This helps children to be more skilful in making marks and attempting to form letters, as they make progress in their development.
- The childminder ensures that children have regular opportunities for learning about their local environment and the world around them. For example, they visit local playparks, and develop their understanding about the natural world, when they engage in outings in the local nature area.
- Children enjoy playing with small-world animals and vehicles. As they roll the cars back and forwards, the childminder repeats the language they use and asks questions to extend their vocabulary. She skilfully introduces questions about the objects, providing them with a narrative to continue their play. This is followed up by a story about different vehicles, which supports children to extend their understanding and promotes a love of reading and books.

- Parent's feedback is extremely positive. They value the learning and care their children receive and comment positively about how their children have progressed since starting with the childminder. Parents value the verbal feedback and the daily diaries, that they receive from the childminder. However, the childminder does not consistently provide parents with ideas and opportunities to contribute to their children's learning at home.
- The childminder's regular reflection ensures she has a good understanding of the provision she provides. She completes mandatory training and reflects on her practice to identify areas for development. The childminder understands to seek support from professional agencies, should she have a concern for a child's progress and any gaps in development.

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:

- strengthen the arrangements in place for sharing information and ideas with all parents, to help support and continue their children's learning at home.

Setting details

Unique reference number	121771
Local authority	Surrey
Inspection number	10364225
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 8
Total number of places	3
Number of children on roll	6
Date of previous inspection	31 January 2019

Information about this early years setting

The childminder registered in 1998 and lives in Banstead, in Surrey. The childminder operates her service from 8am to 6pm Monday to Friday, all year round. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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