

Childminder report

Inspection date: 5 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy a wealth of enriching outdoor experiences at the childminder's home. They explore the environment with confidence and joy. The childminder supports children as they say 'goodbye' to their parents. They cuddle together and talk about their holiday experiences, such as going on an aeroplane. Children settle well and feel safe and secure with the nurturing childminder.

The childminder increases children's understanding of how to play kindly together. She has high expectations for children's behaviour. The childminder consistently and fairly reminds children of how to consider the impact of their actions on others. When children have disagreements, she acts promptly and initiates calm conversations. Through this, children learn to act with care and respect. Furthermore, the childminder engages children in meaningful discussions about emotions. Children begin to understand and explain how they are feeling.

Children gain remarkable knowledge through exciting activities that the childminder creates for them. She follows children's interests and recognises how different children learn. For example, when children have a strong interest in water play, she provides equipment to teach them about concepts such as trajectory. Children receive in-depth information to prepare them for their future learning.

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

- Children receive a high level of support for their communication and language skills. The childminder engages children in meaningful conversations throughout their play. For example, she provides new language such as 'crescent' as young children explore a range of different shapes. The childminder provides guidance to enhance children's understanding of simple words. Children's vocabulary is increased.
- Children freely explore a range of resources with interest, such as mark-making materials. They experiment with paints and make prints of different fruits on paper. Children develop highly positive attitudes to learning and remain engaged. Furthermore, children listen attentively when the childminder reads books to them. She uses these opportunities to read with enthusiasm and enhance children's enjoyment of the written word. This supports children to develop a love of reading.
- The childminder knows children well. She prepares targeted learning based on their interests. During learning interactions, the childminder provides plenty of information about the subject matter being taught. However, occasionally, she does not consistently use questioning effectively. Therefore, at times, children do not have the opportunity to make predictions and answer questions for themselves.

- Children gain important independence skills from a young age. The childminder provides them with opportunities to carry out tasks. For example, children cut their own fruit and pour water from large jugs. The childminder also provides children with opportunities to learn about risks. She carefully explains the importance of using different pieces of equipment safely in the garden. Children develop a good understanding of personal safety.
- Parents are highly complimentary about the care their children receive with the childminder. They receive plenty of information that keeps them informed of children's learning and development. The childminder is proactive in building partnerships with early years settings and schools that children attend. She promotes effective channels of communication and shares information about children's progress. Through this, all children consistently receive a shared approach to their learning.
- The childminder has robust and effective risk assessments in place. This ensures the safety and well-being of the children at her setting. She considers factors that impact her outdoor setting and puts suitable provisions in place. For example, children have access to a warm and cosy area to eat and drink during outdoor play. Children's safety and care is consistently of high priority.
- The childminder frequently completes training that supports her professional development. She does this to increase her knowledge of different areas of child development. For example, she completes training to broaden her knowledge of nutrition for children. Through this continued training, teaching standards are consistently raised.

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:

- develop questioning techniques further to increase children's independent thinking during learning interactions.

Setting details

Unique reference number	153790
Local authority	Surrey
Inspection number	10367601
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2001 and lives in Newdigate, Surrey. She has a childcare qualification at level 3. The childminder provides care on Monday to Thursday from 8am until 6pm. She provides government funded early education to eligible children between the ages of nine months and four years.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to parents and took account of their views.
- The inspector observed interactions between the children and the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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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