

Childminder report

Inspection date: 15 May 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 demonstrate that they feel safe and secure in the care of the calm and nurturing childminder. She has warm bonds with the children and listens intently to what they have to say. For example, she chats to them about the topics they are interested in and genuinely enjoys interacting with them. As a result, children are eager to include her in their play and games. These important interactions make children feel welcome and foster a strong sense of belonging.

The childminder plans a curriculum that meets children's individual needs and interests. This helps her to close any gaps in their learning and development. Children show good levels of engagement in the activities on offer and demonstrate positive attitudes to their learning.

The childminder has high aspirations to develop children's communication skills. She narrates their games and reads with them on a regular basis. For instance, she engages the children in the stories that she reads to them, such as 'Goat Goes To Playgroup'. Children show good levels of concentration and enjoyment as they intently listen to the story. This helps children to develop a love for books and stories and has a positive impact on their speech and language development.

The childminder is a good role model and supports children to learn good manners. For example, she explains to the children the importance of taking turns and sharing resources and reminds them to say 'please' and 'thank you'. This promotes children's developing social skills effectively.

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

- The childminder understands that children need fresh air and regular exercise. They go on nature walks, visit parks and playgrounds and dance to music. This supports children's need for physical exercise, strengthens their developing muscles and promotes their overall well-being.
- The childminder plans activities and provides resources that she knows the children will enjoy. Children show high levels of perseverance and concentration as they construct tall towers and trucks with building blocks. Children relish the praise that they consistently receive from the childminder which recognises their efforts and achievements.
- With support from the childminder, young children learn to feed themselves, put their shoes away on arrival and learn to dress themselves. Furthermore, the childminder consistently encourages children to express their needs. This helps children to gain independence skills from a young age, ready for their move on to school.
- The childminder understands that children learn best when their individual needs

and interests are met. She skilfully weaves mathematical learning into their play and activities. For example, the childminder encourages children to sort same-coloured cars and count them. This successfully supports young children with their ongoing mathematical learning.

- The childminder wants children to learn about the world they are growing up in. For instance, they attend social groups and visit places of interest. However, the childminder is less successful in teaching children about diversity and differences during activities. She does not consistently recognise opportunities to extend this learning further, to help children gain a solid understanding. This means, on occasion, children's learning of diversity and difference is not fully supported.
- Although the childminder attends mandatory training, such as first aid and safeguarding, she has not established a targeted programme of professional development to consistently improve her good knowledge and skills to the very highest standard.
- The childminder gathers detailed information about children and their families from the start. She finds out about children's routines, medical and dietary needs and their development at home, before parents leave children in her care. She uses this, along with her own assessments of children's learning, to plan for the next steps in their development. Children make good progress from their starting points.
- Partnerships with parents are strong. Parents comment that they feel their children have made good progress, in particular with their personal, social and emotional development. They report that their children feel happy and safe in the childminder's care. The childminder works in collaboration with parents to support their children's personal development at home. For example, she works with parents to manage children's behaviour and shares relevant information with them.

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 adult interaction to extend children's ongoing learning, with particular regard to teaching children about diversity and differences
- make further use of targeted professional development opportunities to improve knowledge and skills to the very highest standard.

Setting details

Unique reference number	160512
Local authority	Surrey
Inspection number	10346937
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 August 2018

Information about this early years setting

The childminder registered in 1997. She lives in Staines-upon-Thames. The childminder offers care Monday to Thursday, from 7.30am to 6pm, all year round except for bank and family holidays. She holds a relevant early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katharina Hill

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 childminder.
- The inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the views of parents provided on the day of the inspection.

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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