

Childminder report

Inspection date: 2 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is kind and caring towards the children that attend her homely setting. This helps them to feel safe and secure. Children grow in confidence and are excited to interact with visitors. The childminder plans her curriculum well. She provides children with a range of experiences, both at home and away from the setting. The childminder has a good knowledge of each child which helps her to support their individual needs. For example, the childminder helps children to manage their feelings and behaviour. She reminds them to take it in turns with resources and be kind to their peers. As a result, children are developing good social skills.

Children learn to manage their own hygiene and toileting needs. The childminder encourages the children to complete tasks by themselves and promotes good levels of independence. This helps children to learn some of the necessary skills required for the next stage of their education. The childminder teaches children well about the world around them. She takes them on trips to see local attractions, such as castles and National Trust parks. This enables children to develop a love of nature and builds upon the experiences that children receive at home.

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

- The childminder has a good understanding of how children learn and develop. She uses her knowledge well to accurately assess the levels of progress children make, and identify what they need to learn next. However, she does not consistently use this information to plan activities which enable children to practise the skills they have already learnt and consolidate new information.
- The childminder forms strong relationships with the children and encourages them to form friendships with their peers. This creates a positive environment. Children show good attitudes towards their learning. They persist and try hard when they find things challenging, such as when using the climbing frame. The childminder gives children support when required. She allows children to have a go at doing things independently and gives them plenty of praise.
- The childminder reads stories to children, which they thoroughly enjoy. She sings familiar songs with them and children copy the actions. This helps to promote their communication and language. However, during children's play the childminder does not consistently use her interactions to best support young children's developing language. For example, at times, the childminder does not give clear instructions and use simplified language.
- Children benefit from opportunities for physical exercise and fresh air. For instance, they go out for walks in the local area and access the garden regularly. The childminder provides the children with healthy, balanced meals with a range of fruit and vegetables to choose from. She supports the children to use their

manners during mealtimes. As a result, children are learning what is expected of them.

- Parents describe how they could not be happier with their choice of childminder. They praise the range of experiences that the children benefit from. The childminder shares updates with the parents regularly about the children's day and what they are learning. This helps them to support and extend their children's development at home.
- The childminder reflects upon her provision and has identified professional development opportunities to help her extend her practice further. She understands her responsibility to keep children and families safe. The childminder is clear on the processes to follow to seek support for families, should the need arise.
- Children are supported by the childminder to develop their fine motor skills. She provides plenty of mark making opportunities both inside and outside for children to develop the small muscles in their hands in preparation for writing. Children develop good hand-to-eye coordination as they copy what adults do, for example, using a dustpan and brush. Children enjoy taking responsibility for tasks, such as helping to tidy up the learning environment.

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:

- improve the planning of activities to take account of what children know and can already do so they are challenged appropriately
- improve how children's communication and language skills are developed as children play.

Setting details

Unique reference number	2665981
Local authority	Surrey
Inspection number	10347124
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 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Dormansland, Surrey, and provides care Monday to Thursday, from 8am to 5pm. The childminder holds a level three childcare qualification.

Information about this inspection

Inspector
Jade Orosz

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder explained to the inspector how she organises the early years provision and the aims and rationale of the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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