

Childminder report

Inspection date: 13 November 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

Children settle well in the care of the calm and nurturing childminder. They receive the support and cuddles they need for reassurance, which the childminder gives willingly. Children learn about different emotions. The childminder enhances the experience effectively, such as by using a mirror for children to see their reflections and the childminder replicates the expressions. This helps young children to begin to learn about the range of feelings and emotions. Children use their senses to explore new fruits at snack time. They smell the melon before and after cutting it up and explore how it feels to touch and taste. Children learn to try and do things for themselves from a young age. This helps children to learn to care for themselves and enhances their awareness of good hygiene practices.

Children develop a keen interest in books. They choose their favourite stories from the wide range on offer. They sit cosily with the childminder, who reads to them, extending their vocabulary. Children delight in joining in singing sessions and become fully animated as they do the actions. For example, they sing along with the childminder to 'Wind the bobbin up' and use their hands to show they have learned the actions. This supports children's early communication and language development effectively. Children enjoy being creative and using paint sticks to make marks. They show how they have previously learned how to remove the lids and twist the end to make the paint appear. Children persevere at this task for a long period of time, showing good levels of concentration and engagement.

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

- The childminder plans the home environment to enable children to make independent choices about their play and learning experiences. She knows the children well and devises appropriate next steps for them to help them to make good developmental progress. She weaves this information into her interactions with children during their chosen play. This helps to make the most of opportunities to enable children to learn and embed new skills.
- The childminder's first-aid certificate has very recently lapsed, which is a breach of requirement. However, she has booked to attend a course. She also has a clear understanding of how to manage accidental injuries. This minimises the impact on children's safety and welfare.
- The childminder is highly responsive to children's needs and early communications and gestures. She is always on hand, listening to children, so that she can offer support and encouragement. For example, when children gesture that they want help with peeling the stickers, the childminder demonstrates how to start it off, which enables children to succeed.
- The childminder demonstrates actions effectively to children, such as how to roll the pine cone across the play dough to make a pattern. She introduces language

such as 'roll', 'spikes' and 'hedgehog', which children then repeat, building the amount of words they know. They talk about hedgehogs, what they eat and how they hibernate and what this means. This supports children's awareness of nature and living things.

- The childminder has not yet communicated with staff at other settings that children also attend. This does not enable her to exchange developmental information with children's key persons to enhance consistency. She does, however, discuss aspects of the other settings with parents.
- Partnerships with parents are good, and the childminder adopts a professional approach in building effective relationships. Parents comment of the supportive and nurturing environment that the childminder provides. They report that they have seen an increase in their children's confidence since attending. Children benefit from the successful partnerships and have consistency in their learning.
- The childminder understands how to assess emerging gaps in children's learning. She recognises how to work with parents and professionals when caring for children with special educational needs and/or disabilities. She knows the importance of ensuring an ambitious curriculum for all children.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that a valid paediatric first-aid certificate is in place and maintained.	24/12/2024

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

- strengthen partnerships with key persons at other early years settings children also attend to provide consistency in learning.

Setting details

Unique reference number	2678986
Local authority	Surrey
Inspection number	10360100
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 8
Total number of places	4
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Horley, Surrey. She provides care all year round, Monday to Thursday, from 7.30am to 6pm. The childminder holds a level 6 early years qualification.

Information about this inspection

Inspector
Helen Penticost

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this in children's learning.

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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