

Childminder report

Inspection date: 18 December 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive at the childminder's and run into the home, keen to see their friends. They develop good bonds with the childminder and any assistants she works with. This enables children to feel safe and secure and to be receptive to learning. Children show skills that they have learned over time and that they practise regularly. For example, they go head over heels repeatedly and do so safely, showing a good awareness of those around them. This enhances their physical development and muscle control. Children freely move around the homely environment, selecting where they would like to play and the resources they would like to explore. For example, they set out the road for the cars and carefully search for the trucks they would like to manoeuvre on the car mat. This helps children to be able to lead and conclude their own play and learning.

Children develop an early interest in literacy. They independently choose books from the shelf to look at and happily exchange and share books with their friends. They turn the pages of the book and understand that stories have a beginning and an end. Children persist at their chosen task, such as placing the puzzle pieces into the tray. They use their small-muscle skills to turn the pieces around until they fit. This shows a good ability to continue to try until they succeed. The childminder plans her learning environment effectively to support children to be independent learners. She makes sure that they can easily access resources of their choice to enable them to lead their play.

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

- The childminder immediately implemented the necessary changes following the last inspection. She has completed training and research to develop her practice and that of any assistants she works with. For example, she follows safer recruitment practices and provides ongoing support and training for assistants.
- The childminder ensures that she gathers all relevant information about children and their families. She observes and assesses children's levels of development successfully. She plans an ambitious curriculum that is based on what she knows children need to learn next. She offers activities and experiences to support children to learn, practise and embed new skills and to make good developmental progress.
- The childminder fully understands how to assess the quality of the activities and experiences she provides for children. She recognises the improvements she can make and how to extend the learning next time. She has a clear knowledge of how to plan the sequence in the learning that comes next for children.
- Children develop good levels of communication skills, and the childminder recognises the importance of repeating single words that young children use. However, she does not always use the right names for things and children then

begin to use these words in their play. This does not help them to learn the correct names and further enhance their speaking skills.

- Children have regular opportunities to be out in the community. The childminder recognises the importance of children being out in the fresh air. She understands that the children currently in her care learn best when outdoors and being able to be physically active.
- Children share resources with each other and receive support when they need it. However, the childminder does not consistently offer children a simple explanation about the possible consequences to their actions. This does not further enhance children's understanding of the impact of their behaviour.
- Children delight in playing games together and can often be heard giggling with glee as they play hide and seek. They understand the rules of the game, taking turns to hide, and they laugh as they are found in their hiding place. This shows that they have learned the skills to recreate this game and that they fully enjoy each other's company.
- Partnerships with parents are good, which enhances the consistency for children's learning and development. Parents praise the high levels of communication and that they remain fully up to date with their children's development. Parents comment that they have seen clear development in their children's levels of independence.

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 children's understanding of the consequences of their actions
- build on the use of the correct pronunciation of words to build on children's communication and language development.

Setting details

Unique reference number	2761598
Local authority	Surrey
Inspection number	10361891
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	23 July 2024

Information about this early years setting

The childminder registered in November 2023 and lives in Cranleigh, Surrey. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is registered to work alongside a co-childminder and assistants. The setting provides funded early education for two-, three- and four-year-old children.

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 verbal feedback.
- The inspector observed the quality of education being provided and assessed the impact of this on children's learning.
- The inspector carried out a joint observation with the childminder.

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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