

Childminder report

Inspection date: 10 February 2025

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 are happy and enjoy their time with the childminder. They develop strong bonds with her, and this enables them to express their wants and needs confidently. Children eagerly take part in the experiences that the childminder plans for them such as exploring different coloured foods during snack time. Children focus their attention well during adult-led activities, which helps them to develop their concentration skills.

The childminder provides children with good support to learn how they are expected to behave. When children struggle to regulate their feelings, the childminder talks calmly to them and explains the impact of their actions. This builds on children's understanding of what positive behaviour looks like.

Children are supported well to develop an awareness of risks. For instance, as they play with the toy kitchen, the childminder talks to children about the food being 'hot' and observes that they have used oven gloves to protect themselves from burning their hands. This helps children to strengthen their understanding of how to keep themselves safe.

The childminder considers interesting ways for children to develop an awareness of how to look after their own bodies. For example, she encourages children to play games where they can practise using toothbrushes. She encourages children to brush up and down, which helps them to learn how to care for their teeth.

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

- The childminder has high expectations for all children to develop well. She has designed a curriculum to support children to gain the skills and knowledge they need to prepare them for their future learning. This enables her to plan for children's progress.
- The childminder is reflective of her provision. She evaluates her practice regularly, which enables her to consider the impact on children's learning. She also completes appropriate training. This helps her to build on her teaching skills so that she can continue to support children's development.
- The childminder has good knowledge of child development. She gets to know her minded children very well. This enables her to recognise when children would benefit from more support with aspects of their development. She keeps parents informed of their child's progress so that they can work together to continue to provide children with appropriate support.
- Children are supported well to develop their language skills. For instance, the childminder gives them resources that mimic their voices. Children enjoy hearing their words repeated back to them, which encourages them to practise their

speaking skills. The childminder further builds on their vocabulary by introducing new words to them during activities. She helps children understand the meaning of these words by using real objects that they can see and feel for themselves. However, at times, the childminder does not give children time to respond to questions. This does not fully enable them to work things out for themselves and share their thoughts and ideas.

- Children benefit from a variety of activities and experiences that support them to learn about their world around them. For example, the childminder takes children on different outings within the local community and further afield. Additionally, the childminder uses spontaneous opportunities to encourage children to notice things going on around them. This includes observing the refuse collectors when they arrive to empty the bins. Children look with interest as they wave and say hello. This helps children to be aware of people in their community.
- The childminder helps children learn to do things for themselves. This includes encouraging them to wash their hands before they eat and supporting them to toilet train when they are ready. This supports children well in their eventual move to school.
- Parents report that the childminder gives children an 'amazing' start to life. Children settle in quickly and develop strong bonds with her. The childminder follows children's routines and provides a home-from-home environment where children thrive and develop well. Parents appreciate the regular outings that the childminder provides for their children, which gives them opportunities to engage with others and develop their social skills.

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 interactions with children and give them time to share their thoughts and ideas.

Setting details

Unique reference number	507342
Local authority	Surrey
Inspection number	10362733
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 February 2020

Information about this early years setting

The childminder registered in 1998 and lives in Salfords, Surrey. She operates 7.30am to 4.15pm on Monday, and 7.15am to 5.30pm on Tuesday and Wednesday all year round. The childminder receives funding to provide early education.

Information about this inspection

Inspector
Hayley Kiely

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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