

Childminder report

Inspection date: 13 January 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 develop secure bonds with the childminder and know that they can approach her for reassurance, which she gives willingly. They enjoy the closeness of cuddles with the childminder and respond well to her calm and kind approach. Children receive well-deserved praise for their efforts and achievements. This boosts their confidence and self-esteem, and they show great pride. Children have good levels of dexterity, such as when they learn to stack cups, which represent snowmen. They then use the pretend snowballs to knock them down. Children share the snowballs with each other, demonstrating a clear awareness of others and how to take turns.

Children follow the childminder's instructions very well and show that they have learned these skills through their actions. For example, the childminder asks children to find the props for their story time. The childminder uses the story to enhance children's learning, such as counting. Children use words to describe things, such as how the snowman's hat feels to touch. For example, they state that the hat feels 'fluffy' and the gloves are 'fuzzy'. This shows that children know a good variety of words. Children delight in joining in singing sessions. They relish completing the actions to the rhymes and begin to learn the words and finish the song. The childminder enhances singing times effectively, such as with resources, where children tell her which song links to the item pulled out from the song bag.

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

- The childminder plans her environment effectively to allow children to make independent choices about their play and learning. She plans the areas and activities to engage children in learning experiences. She bases these on what she knows children need to learn next and their interests. The childminder skilfully weaves children's next steps into their chosen play and experiences.
- The childminder supports children's communication and language development successfully. They hear and repeat new vocabulary throughout their day, such as 'icicle'. However, she often asks children too many questions at once. This prevents them from having the time they need to gather their thoughts and respond. This does not always enhance their understanding of the flow of conversations and extend their speaking skills even further.
- The childminder offers a tailor-made approach to settling children at her setting. This enables children to build strong bonds with her and the other children, enabling them to feel reassured. She gathers and shares information from parents to help her assess and plan for their learning.
- The childminder has a good knowledge of each child's level of development and the skills they already have. She uses the information she gathers about children's all-round development to devise a clearly sequenced curriculum. This

helps to close any potential emerging gaps in learning swiftly.

- Children demonstrate the aspects of daily life they have learned and practised through the childminder's direction. For example, during their chosen role play, they pretend to crack an egg into a bowl ready for mixing. They also help with daily and routine tasks, such as helping to set the table for snack time. This helps children to develop skills for the future.
- The childminder's intention is for children to be kind, show a good awareness of their needs and those of others and ultimately be ready for when they move on to school. However, she does not further pursue how she liaises with teachers at schools children will attend. This does not strengthen her intentions even further for the skills and attributes that children need to acquire before leaving her setting.
- The childminder develops effective relationships with parents from the start. This enables them to feel confident in placing their children in her care. They comment that their children 'come on leaps and bounds' and that she provides 'a well-balanced mix of educational activities and fun.' These partnerships support consistency in children's care and education.
- The childminder keeps her understanding of childcare and practice up to date. She uses training to make worthwhile improvements to her setting. For example, she recently began making changes to the resources she offers to enhance children's imaginative play experiences.

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:

- provide children with the time they need to gather their thoughts and respond to questions asked of them
- strengthen the intentions for the skills and attributes children need to acquire before moving on to school.

Setting details

Unique reference number	507551
Local authority	Surrey
Inspection number	10368310
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	6
Number of children on roll	4
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 1987 and lives in Reigate, Surrey. The childminder operates Monday to Friday, from 7.30am to 5pm, offering all-year-round care. She has a recognised childcare qualification at level 4.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector and childminder carried out a joint observation.
- 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 on 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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