

Childminder report

Inspection date: 19 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and well settled in the care of the childminder. They confidently explore her home and the resources on offer. The childminder is enthusiastic and passionate about her role in caring for children. She knows children's individual personalities very well and ensures that the activities on offer are planned with their interests in mind. This helps to motivate and engage children effectively in their play and learning. The childminder has a good understanding of what children can do and what they need to learn next. She has implemented stimulating teaching methods that cover a broad range of learning goals. For example, the childminder has set up a feeding station for hedgehogs in her garden and has installed a wildlife camera. Children learn about the habitat of vulnerable species and observe their routines. This helps them to gain an understanding of local wildlife and teaches them to respect other living creatures. Furthermore, the childminder engages children in conversations about the topic which promotes their developing communication skills and understanding of the natural world successfully.

The childminder has high expectations of children's behaviour and has introduced secure systems and routines. For example, the childminder has implemented a reward system for children's positive behaviour and kind deeds. This encourages children to behave well and be considerate to others.

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

- The childminder evaluates her setting regularly. For instance, she frequently completes professional development courses, such as about how children learn, and how to support speech and language development, to enhance her own knowledge. This helps her to support the children in her care.
- Parents speak highly of the childminder and the care their children receive. They are pleased with the progress their children make. Parents comment that they are kept informed about their children's day-to-day activities and routines. The childminder works collaboratively with parents to support their children's development and home learning. For example, she works with parents when children are ready to be toilet trained and with their independence skills, in preparation for school.
- Children follow a curriculum that is tailored to meet their individual needs and current interests. The childminder consistently praises children's efforts and achievements during routines and activities. As a result, children demonstrate positive attitudes to their learning. Before children start, the childminder finds out about children's development at home. She uses this information, along with her own assessments of children's learning, to plan for the next steps in their learning and development. Children make good progress from their starting

points.

- The childminder ensures that the activities she plans for the children are enjoyable and educational. She consistently narrates their play and extends their learning further. For instance, when young children begin to mark make she tells them, 'This is colour green, the same colour as a crocodile'. Furthermore, she skilfully weaves mathematical learning into activities and counts objects with the children. This supports their small muscle development, colour recognition, and their early mathematical learning successfully.
- The childminder understands that children need fresh air and regular physical exercise, to support their developing muscles and their overall well-being. Children benefit from nature walks and play in the childminder's garden, where they learn to plant fruit and vegetables. This further supports children's learning about the natural world and engages them in understanding how to nourish their growing bodies.
- Overall, the childminder follows good hygiene routines. However, occasionally, she does not fully support children to learn about how to manage their own personal self-care routines to avoid the spread of germs. This does not consistently promote their personal development effectively.
- The childminder takes the children on a variety of interesting outings. For instance, children benefit from regular visits to soft play centres, museums, playgrounds and other places of interest. Children see new places and meet new people. This enables them to make meaningful connections with others and promotes their understanding of the world they are growing up in.

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:

- offer more consistent support for children to learn about good hygiene routines and develop their self-care skills further.

Setting details

Unique reference number	EY219622
Local authority	Surrey
Inspection number	10350877
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 September 2018

Information about this early years setting

The childminder registered in 2003 and lives in Weybridge, Surrey. She operates all year round, Monday to Thursday between 7.30am and 6.30pm. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katharina Hill

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the implementation of the curriculum during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and registers.
- The inspector considered the views of parents provided on the day of the inspection.

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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