

Childminder report

Inspection date: 9 October 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

All children are happy and confident in the childminder's friendly and welcoming home. This includes children with special educational needs and/or disabilities. The childminder implements effective strategies to support all children. For example, to help the development of physical skills the childminder teaches children different ways to move. This includes crawling like a bear and jumping like a rabbit. Children laugh happily as they play and respond positively to praise and encouragement. The childminder successfully implements a challenging curriculum that maintains the attention and interest of children. Children enjoy visiting a greengrocer, where they spot a pumpkin. The childminder goes on to teach children about the pumpkin, before they paint a pumpkin and explore and plant pumpkin seeds. The children are excited to see if their seeds grow.

The childminder is a positive role model, and this successfully teaches children to be polite and behave well. The childminder teaches children the importance of healthy lifestyles. For example, they are keen to harvest their own fruit and vegetables, such as courgettes and strawberries, and go on to make their own healthy smoothies. Children are encouraged to be independent. They dress themselves, put on their shoes and communicate their needs with confidence.

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

- The childminder establishes positive and trusting relationships with all children. She gets to know children well, including their individual personalities, likes and dislikes. The childminder plans activities that she knows will interest children. She has high expectations of children's abilities, and this helps them to have a positive attitude towards their learning and to make good progress.
- Overall, the childminder supports children well to prepare for their eventual move to school. For example, children make patterns with geometric shapes and count as they play with confidence. However, children could have more effective possibilities to build on their interest of early literacy even further.
- The childminder liaises closely with parents to ensure that they feel informed about their children's day and next steps in learning. She provides good opportunities to provide children with a good, consistent link between home and the setting. For example, children enjoy taking home 'Martha the monkey' and are excited to bring it back to share their adventures from home with their friends. Parents comment that they would be lost without the childminder and know that their children are thriving because of her care and teaching.
- When collecting children from other settings the children attend, the childminder, on occasion, shares information with staff at these settings. However, she does not communicate with them more regularly to share next steps and achievements. Therefore, the childminder does not yet provide the highest level

of consistency to the children's shared care and learning experiences.

- The childminder evaluates her practice daily. She considers how well children have enjoyed the activities and what they would do differently to enhance children's experiences next time. The childminder closely monitors the quality of care and teaching she provides children. For example, she evaluates how she interacts with children and uses this to support her future performance.
- The childminder completes training that is beneficial to her practice. For example, she has recently learned about how to support all stages of communication. As a result, she supports all children to communicate with confidence. This is demonstrated as she implements activities, such as making a 'monster' who eats emotion pictures, for all children, including the youngest, to communicate how they feel.
- The childminder ensures that her practice is diverse and inclusive. She teaches children about other people from around the world. This includes festivals and traditions of other cultures and religions. For instance, children learn about Eid and Diwali and taste traditional food dishes.
- The childminder completes thorough risk assessments and teaches children how to keep themselves and others safe. For example, children talk about the rules of how to cross the road safely on regular walks. Children learn to be respectful of other living things. As a result, they are gentle and kind to Max and Monty, the family dogs.

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:

- support children to develop their interest and skills in early literacy even further
- build more effective partnerships with staff at other settings that the children also attend.

Setting details

Unique reference number	EY266522
Local authority	Surrey
Inspection number	10364032
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 7
Total number of places	12
Number of children on roll	12
Date of previous inspection	22 January 2019

Information about this early years setting

The childminder registered in 2003. She is located in Horley, Surrey. The childminder operates from 7am to 6pm, Monday to Friday, all year around. The childminder holds a relevant early years qualification at level 3 and works closely with two assistants. She provides care and early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities the childminder provides children.
- The inspector viewed the learning environments, both indoors and outdoors.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the childminder and the children at convenient times, reviewed written feedback from parents and considered their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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