

Childminder report

Inspection date: 23 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder works with a co-childminder. They provide a warm and welcoming environment, and form strong bonds with the children in their care. The childminder's genuine warmth and attentiveness to the children's welfare, ensure they feel secure, happy and confident. For example, she is perceptive to children's individual needs, and adjusts their routines when they are tired and need an earlier sleep.

The childminder implements an ambitious curriculum that places a strong emphasis on enhancing children's developing speech and communication. She ensures children enjoy their learning and consistently talks to children about what they are doing as they engage in their play. For instance, she introduces new words, such as 'soft' and 'spikey,' as children explore sensory toys. This helps to expand their developing speech and vocabulary.

The childminder is a good role model and consistently enforces behavioural expectations. For instance, when babies get a little excited and try to take a toy from their older peers, she addresses the issue calmly and patiently, at a level of children's understanding. Children listen attentively and are learning to share with their friends. The childminder praises children for their kindness and successes, which boosts their confidence and self-esteem. Children are happy and enjoy their time with the childminder.

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

- The childminder regularly reflects on her provision. She attends webinars and discusses good practice with her co-childminder to further engage her skills and knowledge. This enables her to make continual improvements to the service she provides for children. For instance, recent training has provided her with valuable insights into how to incorporate mathematical ideas into children's play.
- The childminder supports children's mathematical skills well. For instance, she builds on children's understanding of number, shape and size as they engage in activities, such as construction play. She gives babies support and encouragement to help them complete puzzles.
- The childminder regularly assesses children's learning and understands what children know and can do. However, during some adult-led activities, the childminder does not plan as precisely as possible to ensure there is a clear focus on the next steps in children's development. On these occasions, she does not consistently challenge children to learn, and therefore they focus on their learning less.
- The childminder supports children's communication and language skills well. She reads stories of interest and encourages children to join in with familiar songs.

Babies sit on the childminder's lap and are keen to join in. The childminder narrates children's play and models words clearly to help support their pronunciation. Children are confident communicators and share their thoughts and ideas with others. They hear a rich variety of vocabulary to strengthen their speech and language skills.

- The childminder frequently takes children on walks to nearby woods and ponds. These experiences help to enhance their understanding of nature and the broader world around them. Children participate in various community groups, which provides them with valuable opportunities to interact and socialise with others.
- The childminder supports children's good health highly effectively. She teaches children to develop good personal care habits, including blowing their noses and regular handwashing. Children enjoy well-balanced meals each day. The childminder skilfully builds on children's understanding of healthy eating as they engage in activities, such as role-play.
- The childminder takes a genuine interest in every child in her care. For example, she talks to children about their drawings and skilfully links these to experiences at home. Children explore diversity and learn more about the differences and similarities in others.
- Building strong partnerships with parents is a key strength of the childminder. Regular daily discussions ensure children benefit from consistent care and continuity in their learning. The childminder keeps parents well-informed about their children's routines and ongoing progress through various means, including digital communication. Parents express appreciation for the frequent and effective updates, which enable them to actively support their children's development at home.

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:

- plan learning experiences that are matched precisely to children's specific stage of development to help build on what they already know and can do.

Setting details

Unique reference number	EY282286
Local authority	Surrey
Inspection number	10375784
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2004. She lives in Long Ditton, in Surbiton, Surrey. The childminder operates Monday to Thursday from 8am to 6pm, for most of the year. The childminder holds a relevant qualification at level 3. She works with a co-childminder.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took into account of the written views of parents.
- 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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