

# Childminder report

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Inspection date: 17 October 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a homely environment. She ensures that there is a exciting range of resources for children to play with as soon as they arrive. Children eagerly enter the childminder's home, happily leaving their parents to meet and play with the other children. The childminder and children develop strong bonds together. This enables children to be relaxed and develop a sense of belonging. For example, the children eagerly go to the childminder for cuddles, a story or just to tell her what they are making or what they have done outside the setting. Children settle quickly, and actively engage with the resources available to them.

The childminder ensures that her curriculum is varied and targets children's developmental needs. She rotates resources to ensure that there is a variety for children to use, and to support the activities and themes that she plans for them. Children receive encouragement to try tasks for themselves, and they show pride in their achievements. For example, younger children learn how to hold safety knives and then attempt to slice their banana and blueberries. Children enjoy talking about what they see on their nature walks and talk about the special log they sit on to have their snack. They talk about the leaves and twigs they collect and bring back to incorporate in their creative work. Children are confident, happily make free choices in their play and participate in planned activities. They behave well, take turns and share with each other, with minor disagreements swiftly settled. Children make good progress in their learning.

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

- The childminder has a wealth of experience, which she uses well to provide consistently good-quality education and care for all children. She meets with other childminders and uses these times to extend on children's social skills, provide different learning experiences and enhance her own knowledge and practice.
- The childminder encourages children's communication and language skills throughout the day. She builds on their vocabulary and helps them to communicate their needs. Children enjoy listening to stories and talking about what they are seeing or hearing. The childminder links stories to current themes and uses them to test out children's understanding.
- The childminder plans a range of activities that engage children. Children have been learning about hedgehogs, where they live, what they eat and that when they are frightened they roll in a ball and their spines protect them. Children stick pre-cut coloured tissue paper onto the sticky back plastic tummies of their hedgehog shapes. They talk about where the hedgehog's eyes and nose need to be positioned. The childminder enhances this with a story about a hedgehog, to reinforce the learning experience. However, on occasion, the childminder does

not provide sufficient challenge for older children to enable them to build on their existing skills further.

- The childminder demonstrates a good knowledge of where each child is developmentally and what interests them. She incorporates these interests and introduces new themes throughout the year to enable children to gain new learning and develop new skills. The childminder promotes independence and confidence in children well, and children are keen to try activities and new experiences. Children develop a positive attitude to learning new skills and have plenty of opportunities to build on their existing ones.
- Children behave well and the childminder focuses on promoting their good manners. Children are polite and often say 'please' and 'thank you' without prompting. They are confident to ask the childminder for help and for any other resources they may want. Children willingly tidy up when asked to by the childminder, and hear clear instructions on why this is important for their own personal safety and to prevent resources being broken.
- Parents report that the childminder is 'fantastic'. They say that they can happily leave their children and feel confident that they will be well cared for and enjoy their time with her. They state that the childminder regularly shares information about what their children have done, the daily routine and the next steps in children's learning that she has identified. There are strong relationships in place, and the childminder and parents work together in partnership to support children's ongoing learning.
- Children's physical health is a priority for the childminder. She teaches children the importance of a healthy lifestyle. The childminder encourages them to eat balanced meals and takes children out for regular walks around the local community and heathlands. Children follow good hygiene routines and learn why this is important. The childminder helps children to learn about what keeps their bodies healthy.

## 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 teaching, particularly during planned activities, and offer children appropriate levels of challenge to further extend their learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY338447                                                                          |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10367311                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 4 February 2019                                                                   |

## Information about this early years setting

The childminder registered in 2016. The childminder's home is situated in Farnham, Surrey. The childminder provides care from Monday to Friday between 7.30am and 5.30pm. The childminder receives funding to provide free early education for children aged nine months to four years.

## Information about this inspection

### Inspector

Anne Nicholson

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed children taking part in activities with the childminder and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The children communicated with the inspector during the inspection.
- The inspector took account of the views of parents from discussions and written feedback provided at 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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