

Childminder report

Inspection date: 20 February 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

Children are extremely relaxed and happy in the care of the nurturing childminder. They show a strong sense of belonging as they settle quickly due to the childminder's settling-in procedures. From the outset, the childminder ensures that she works closely with parents. This helps her to gather information about their children's interests. The childminder makes learning experiences fun. For example, children giggle and excitedly join in a hide-and-seek game with the childminder. Children demonstrate that they feel safe and secure in the childminder's homely environment.

The childminder focuses on children's communication and language development well. Interactions with children are of a high quality. She consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. Children are confident communicators and take part in interesting conversations. The childminder plans a language-rich environment. She introduces new words, such as 'brain' and 'lungs', as children learn about their different body parts. This gives them even further opportunities to develop their vocabulary.

The childminder has high expectations for children's behaviour. She uses positive praise and familiar routines across the setting to help children understand what is expected from them. This helps children behave very well.

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

- The childminder plans a highly ambitious curriculum that ignites children's curiosity to learn through a learning environment that is closely linked to children's interests. She plans activities to develop children's early mathematical development. For example, children stick large pieces of paper on the floor and draw around each others bodies. The childminder skilfully uses this to deepen children's knowledge of sizes as they compare who is larger. As a result, children develop excellent levels of concentration and remain engaged in play for extended periods. All children make good progress from their starting points.
- The childminder teaches children about good hygiene routines, such as washing their hands before mealtimes. She reminds children to drink water regularly and shares ideas with parents to provide a healthy packed lunch. This helps children to develop healthy habits.
- The childminder teaches children to be independent from a young age. For example, when children arrive at the childminder's home, they confidently take their shoes off, ready for their day. The childminder is mindful of how she organises her setting. For instance, children are able to access their own cutlery to eat their breakfast. These skills help prepare children for school.

- Children benefit from lots of outings where they learn about the community they live in. The childminder takes children to visit places of interest, such as national parks, libraries and toddler groups. This helps children develop an understanding of the world around them.
- Overall, the childminder's teaching is good. She uses her knowledge well to review and develop her curriculum and to encourage children's curiosity. However, during some adult-led activities, she does not consider the planning well enough so that children can fully extend what they already know and can do. For instance, the childminder's enthusiasm means that she tries to teach too much at once. This means that children do not always get to recall what they have already learned before moving on to newer concepts.
- The childminder is skilful at supporting children's behaviour and emotional development. As children play, she talks about different feelings. This helps children understand different emotions and supports them to behave well.
- Parents are very positive about their children's experiences in the setting. The childminder shares a wealth of information with parents. Parents say that the childminder is calm and nurturing. They are grateful for the kind advice she provides them to support their children's development.
- The childminder accesses training courses and listens to professional webinars and podcasts. This has helped her to focus on her curriculum on developing children's communication and language. This is evident in her teaching. For instance, she introduces new vocabulary as children learn about various sea creatures.

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:

- enhance the planning and delivery of activities to build on children's existing knowledge and skills.

Setting details

Unique reference number	EY341116
Local authority	Surrey
Inspection number	10260084
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	31 July 2019

Information about this early years setting

The childminder registered in 2006 and lives in West Molesey, Surrey. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder showed the inspector around the premises and discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written and verbal views of the childminder's setting with the inspector.
- 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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