

Childminder report

Inspection date: 1 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	Met
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What is it like to attend this early years setting?

The provision is good

Children enjoy the childminder's and each other's company. They demonstrate the strong bonds they have as they go to each other to share toys and play imaginative games together. For example, as older children place toy characters in vans and aeroplanes, younger children push smaller vehicles near them. Children eagerly seek comfort from the childminder when they are tired or unsure. They incorporate the childminder in their play, and she uses these interactions to build effectively on their communication, vocabulary and personal skills.

The childminder provides a varied curriculum for the children, both in her home and in the local community. Children learn about the natural environment as they explore local woods and places of interest, collecting leaves and sticks and then using them to create artwork with. They socialise and sing songs along with adults, other childminders and children in a local care home.

Children behave well and receive clear expectations on what is expected of them and how to stay safe. They are reminded not to rock on their chairs when eating and reminded to clear up so the toys are not on the floor to be fallen over or broken. Children are making good progress in all areas of their learning and development.

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

- The childminder has a clear understanding of where children currently are in their learning, their interests and where to focus their learning next. She provides a varied curriculum during the week and focused activities, as well as times each day to have quiet time to reflect and be calm. The childminder gives priority to promoting children's communication, physical, personal, emotional and social skills.
- Older children know how to access the resources and initiate their own play. They are developing good independence skills and their imagination blooms. The childminder extends children's learning during their play. She asks questions to promote their language, problem-solving skills and their understanding of the world.
- The childminder shows a genuine pleasure as she plays with the children. Her praise and encouragement foster children's self-esteem and their eagerness to try new ideas. The childminder teaches children good manners and helps them to follow instructions well. Children take turns and share well, given their age and stage of development.
- The childminder has an established routine with the children she cares for, and as they have grown, this has been adapted to meet their developmental needs. Since older children left for school, the childminder now has more younger

children. She is still considering how to organise resources and plan activities in a way where they can all consistently play together in a safe and harmonious way.

- Partnerships with parents are good. Parents are very positive about the childminder, the care she provides and the information that she shares with them. Parents' feedback identifies that they appreciate the varied experiences their children receive and the wide range of healthy, home-cooked meals she provides. They report how their children enjoy physical activity, fresh air and a healthy lifestyle in her care.
- The childminder has talks with other professionals, attends online training and has thought about how she can keep her knowledge and training current. She keeps mandatory training up to date. However, she acknowledges that there are areas where her knowledge can be enhanced to help her support children's emerging needs and to continue her own professional development.

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:

- review and develop the organisation of the environment and daily routines to further enhance the youngest children's experiences
- target professional development opportunities more precisely to help enhance professional knowledge and support children's emerging needs further.

Setting details

Unique reference number	EY344134
Local authority	Surrey
Inspection number	10363897
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 4
Total number of places	5
Number of children on roll	3
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2006. She lives in Hersham, Surrey. The childminder operates Monday to Wednesday, from 7.30am to 6pm, for most of the year. She accepts funding for children aged nine months to four. The childminder has a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector looked at relevant documentation and reviewed evidence relating to suitability.
- The inspector read all parents written testimonials during the inspection and took account of 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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