

Childminder report

Inspection date: 27 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder. They are happy, relaxed and show good levels of emotional well-being. The childminder has created a warm, welcoming, safe, and homely environment. She spends time settling new children into her home and builds strong relationships with them and their families. Children demonstrate that they feel safe by moving independently around the childminders home to find what they want to play with.

Children behave well. The childminder has high expectations for their behaviour and sets clear rules and boundaries to guide them. For instance, she expects children to be kind and caring to others and to respect the toys and the environment. Children behave in an age-appropriate way and respond positively to the ample praise and encouragement they receive from the childminder.

Children make good progress from their starting points. The childminder has constructed an ambitious curriculum to ensure that all children, including those with Special Educational Needs and/or Disabilities (SEND) develop the knowledge and skills they need for the next stage in learning.

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

- The childminder uses good teaching strategies to support children to develop new skills. For example, as children cut up fruits, she shows them different ways to do this. When children comment they cannot do it, the childminder shows them how and encourages them to try. She uses positive language, such as 'you can do it' and 'keep trying'. When children succeed the childminder praises them for their efforts and achievements. These interactions help children to develop a 'can do' attitude and keep them motivated when faced with challenge.
- The childminder shows a good understanding of the children in her care, including what they know and can do and what they need to learn next. She regularly monitors children's development to identify any emerging gaps. She collaborates well with parents and other professionals to ensure that children receive targeted support to help them to progress.
- The childminder provides a language-rich environment to help support children's communication skills. For instance, she models the use of new words to extend children's vocabulary. The childminder interacts well with children and encourages them to talk about what they are doing and recall their past experiences. Children happily engage in two-way conversations with the childminder. They eagerly share their past experiences, such as going on a train. Children tell the childminder that the red signal means the train must stop and green indicates it can go.
- Overall, the childminder interacts well with children and listens with interest to

what they say. However, she does not consistently use these interactions to challenge children's understanding, identify misconceptions and provide clear explanations to extend their existing knowledge further.

- The childminder plans a vast range of activities to support children's learning and development outdoors. However, she does not always plan suitably challenging indoor activities that encourage children to become fully involved and concentrate. This leads to children becoming easily distracted and not fully benefiting from the learning opportunities.
- The childminder provides children with opportunities to meet people within their wider community and surrounding areas. She regularly takes them to playgroups, parks, music groups and has good links with other childminders. These experiences help children to develop an awareness of the differences and similarities between themselves and others and learn how to behave in social situations.
- The childminder supports children's health and well-being effectively. She provides children with healthy foods and an regular fresh air and exercise. Children learn about the importance of oral health and know that making healthy food choices contributes to helping them to stay healthy.
- The childminder is committed to her ongoing professional development. She has completed an abundance of training to help keep her knowledge and skills up to date. For example, she has completed training to help her to support children with SEND more effectively.

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:

- extend the opportunities to strengthen children's knowledge and understanding by challenging misconceptions in their learning as they arise
- focus more on the range of learning opportunities offered indoors to complement the learning outdoors.

Setting details

Unique reference number	EY348901
Local authority	Surrey
Inspection number	10380528
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 June 2019

Information about this early years setting

The childminder registered in 2007 and lives in Staines, Surrey. She operates from 7.45am to 5.00pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector carried out a learning walk to discuss the childminder's curriculum, including how the childminder assesses and plans for children's learning.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector took account of the views of parents through written feedback provided.

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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