

Childminder report

Inspection date: 6 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 are extremely settled in the childminders home-from-home environment. The childminder gathers ongoing information from parents. This helps her to know the children's interests very well. Children explore the environment confidently, happily playing alongside each other. The childminder has high expectations of children's behaviour and gently reminds young children to share and take turns. Children listen well and mimic these behaviours. For instance, children invite their friends to help them complete puzzles that they have brought in from home. The childminder praises children's positive behaviour. This helps children to develop their early friendships.

The childminder plans a highly ambitious curriculum for children that focuses on the world around them. She sequences her curriculum well. For example, children make bird feeders to place in the garden. The childminder carefully considers opportunities for children to extend their learning. For instance, children use binoculars to look out of the window for any birds that may be in the garden. Children start to gain good knowledge of the natural environment. The childminder introduces new concepts to children as they explore ice. She encourages children to use their problem solving skills as they discover that ice is made from liquid. This helps children to build on what they already know.

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

- The childminder monitors children's progress closely and shares information from her assessments about children's learning and development with their parents. For instance, she creates story bags for parents to extend their children's learning at home. This creates a consistent approach to children's learning and development.
- The childminder provides children with nutritious meals and snacks throughout the day. Lunchtimes are social occasions. Children sit with their friends at the table and make choices about the foods they eat. For example, they choose to have toast with their home-made chicken soup. The childminder teaches children the benefits of a healthy diet. For instance, she reminds children to drink water regularly. This helps them to develop healthy habits for the future.
- Children begin to learn early mathematical concepts. For example, the childminder introduces counting as children play with the dinosaurs. Furthermore, she introduces new vocabulary such 'archaeologist' and 'fossils' as children dig in the sand. Children repeat these words and count confidently with the childminder. This supports children's early mathematical skills and growing vocabulary.
- The childminder teaches children to be independent in preparation for their next stage in learning. For example, she encourages them to put their coats and

shoes on as they go outside, and at mealtimes, young children use cutlery when eating. As such, children develop increasing independence skills for their age.

- 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, occasionally, during children's spontaneous play, she does not adapt her interactions for the younger children to extend fully what they already know and can do. As such, some children do not benefit from the childminder's teaching.
- Children benefit from lots of outings where they learn about the community they live in. For example, the childminder takes children on nature walks, and they visit playgroups and local garden centres. This helps children to gain confidence in different social situations and build their wider friendships.
- Mostly, the childminder is skilful at supporting children's behaviour and emotional development. As children play, she talks about different feelings and sharing resources. However, during some transition times, children become a little frustrated when waiting to go outside. This means they become unsettled as they wait with their friends.
- Parents are very positive about their children's experiences in the setting. The childminder shares a wealth of information with parents. Parents comment on the opportunities children have to go on trips. They say the childminder has an 'outdoorsy nature' and children have 'wonderful adventures'.
- The childminder has continued her professional development. For example, she has focused her training to deepen her knowledge to support children with special educational needs and disabilities. This helps all children make good progress from their starting points.

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 interactions to ensure younger children are supported to make the best possible progress in their learning and development
- review daily routines to support children's behaviour.

Setting details

Unique reference number	EY363165
Local authority	Surrey
Inspection number	10368344
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 March 2019

Information about this early years setting

The childminder registered in 2007 and lives in Tadworth, Surrey. She operates all year round from 7.30am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder offers government funded places for children aged between nine months and four years. The childminder holds an early years qualification at level 2.

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 provided the inspector with a sample of key documentation on request.
- The childminder spoke to the inspector about their intentions for children's learning.
- Parents shared their written views of the childminder's setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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