

Childminder report

Inspection date: 4 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

The childminder provides children with a welcoming, home-from-home environment. She has a kind and warm approach with children, which helps them to feel safe in her care. Children confidently begin to play and quickly engage in activities that interest them. For example, they spend time exploring and moving puzzle pieces around until they fit correctly. The childminder gives children consistent praise for their efforts and achievements during activities, which helps them to develop resilience and self-confidence.

Children develop a love for learning and benefit from a curriculum that is ambitious and meaningful. The childminder recognises the value that children's independence has for future learning. For instance, they learn to skilfully use a knife to cut up their fruit, and they put on their boots and coats for outdoor play. This helps children to gain the necessary independence in readiness for school. Children's physical development is supported well. Children benefit from many opportunities to play outdoors on large play equipment. They enjoy regular trips to the park or soft-play centres where they can climb, run and jump. This helps children to build their core strength and large muscles.

The childminder is a positive role model and consistently promotes positive behaviour. For instance, she uses 'please' and 'thank you' when engaging in children's play. Children listen and respond well to the childminder's instructions and gentle reminders.

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

- The dedicated childminder gathers information from parents about children's starting points when they first start. She uses this and children's assessment information and next steps in learning as a base to help plan experiences to promote children's learning across all areas. For example, children show positive attitudes to their learning as they explore different tools when using play dough. They demonstrate determination and perseverance as they squeeze and manipulate dough to create 'snails'. Activities such as these help children to develop their small muscles in preparation for later writing.
- Mathematics is woven throughout the activities of the day. The childminder introduces mathematical vocabulary while playing with children. For example, as children enjoy pretending to make 'cookies' in the sand, the childminder models counting in sequence effectively. As a result, children count items very well and use mathematical language in their play, talking about filling items to the top and labelling things by size.
- The childminder ensures that her curriculum includes a strong emphasis on promoting children's language and communication skills. She is very chatty and

offers children lots of commentary and explanations as they play and explore. Children access books and stories throughout the day. The childminder reads stories enthusiastically, and the children are enthralled. She encourages children to continue reading at home by sharing books that children currently enjoy with their parents. Children develop good vocabulary and are effective communicators.

- Partnerships with parents are strong. Parents value the communication they receive about children's daily routines as well as their progress. They acknowledge how this supports them to promote children's development further at home. However, the childminder has not developed partnerships with the other early years settings that children also attend. This does not effectively promote continuity of care and learning.
- Children have good firsthand experiences to learn about living things and the natural world. For example, they help to take care of the childminder's pet chickens. They relish the opportunity to collect eggs from the hens and learn about life cycles. However, the childminder plans few age-appropriate opportunities for children to learn about communities beyond their own experiences to further extend their understanding of diversity.
- The childminder supports children to develop healthy lifestyles. She works with parents to ensure that snacks and packed lunches are healthy and nutritious. Daily walks and outside play provide children with time for exercise in the fresh air. Children know to wash their hands before eating and after using the bathroom. This helps children understand how to stay healthy.
- The childminder places a high emphasis on keeping her training up to date. She identifies training that reflects the needs of the children she cares for. For example, the childminder has recently attended communication training to support children with their early language development. She has successfully implemented these strategies to build on children's communication and language skills.

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:

- develop partnerships with other settings that children attend to promote continuity in children's learning and development
- increase the opportunities children have to learn about communities beyond their own experiences to further increase their knowledge of diversity.

Setting details

Unique reference number	EY375964
Local authority	Surrey
Inspection number	10380286
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 June 2019

Information about this early years setting

The childminder registered in 2008, and lives in Walton-on-Thames, Surrey. She operates all year round, from 7.30am until 6pm, Monday to Wednesday. The childminder provides funded early education for children.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector held discussions with the childminder about how she plans to support the individual learning needs of children.
- A joint observation of an activity was carried out with the childminder.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and suitability checks.
- The inspector reviewed written comments from parents and considered their views and opinions.

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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