

Childminder report

Inspection date: 4 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children develop secure attachments with the caring and affectionate childminder. They are happy and have a positive attitude towards learning. Children confidently self-select toys and activities of interest to them. The childminder understands how to work closely with parents to help new children settle in and enjoy their time in her home. Babies settle in quickly with the reassuring cuddles from the childminder. This helps them feel safe and secure.

The skilled childminder is ambitious for children's learning. She provides them with lots of motivating activities that help them to develop their hand muscles, ready for early writing. The childminder introduces mathematical language effectively into children's play. She talks to children about how many pieces of dried pasta they can scoop into a bowl. The childminder challenges and helps children to solve problems. For example, she teaches children to count and match the amount of pasta to the correct number. Children benefit from the childminder's teaching as they start to recognise numbers in the environment.

Children are kind. The childminder has high expectations for children's behaviour. She gently reminds them how to have good manners and helps younger children learn to take turns with their friends. Children's behaviour is good.

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

- The childminder plans a stimulating and nurturing environment. She knows the children very well. The childminder works closely with parents and other settings that the children attend. She ensures that the curriculum she provides is age- and-stage appropriate and builds on what children already know and can do. This means all children are prepared for the next stage of their education.
- The childminder teaches children to be independent. She supports them to carry out their personal care needs. Children learn to wash their hands and express their needs, such as when they need to use the toilet. They are respectful, listen well to the childminder's instructions and enthusiastically help to tidy away their toys before mealtimes.
- The childminder supports children's love of books. She enthusiastically reads stories using lots of expression. The childminder encourages children to name the different sea animals in the pictures. Older children engage well and repeat words, such as 'sea urchin' and 'jelly fish'. This helps broaden their growing vocabulary. However, the childminder's strategies to develop communication and language for younger children do not always successfully ensure that they join in. This is because she occasionally focuses on the most-able and vocal children.
- The childminder promotes a healthy lifestyle by encouraging children to drink regularly and providing the opportunity to be physically active every day. This is

on daily woodland walks or in local parks. Furthermore, the childminder uses these opportunities to teach children about road safety.

- The childminder is a good role model. Children are very comfortable and familiar with the childminder's routines. Older children demonstrate high levels of confidence as they introduce themselves to visitors. Children know what is expected of them and behave well.
- Children receive lots of praise and encouragement from the childminder, who recognises their efforts and achievements. The childminder places a high emphasis on supporting children's social skills. She plans weekly visits to the local playgroups and meets up with other childminders. This helps children gain the confidence to play in larger groups.
- Partnerships with parents are strong. From the outset, the childminder works in harmony with new parents to help children settle quickly in her care. Parents are highly complimentary about the care and education the childminder provides. They are grateful for the regular updates the childminder provides about their children's learning and development. This helps parents to see for themselves the range of activities children take part in and assists them to continue their children's learning at home.
- The childminder keeps her knowledge up to date and refreshes her skills. She has a positive attitude towards professional development and strives to continually improve her practice. The childminder selects training to meet the learning and development needs of the children who she cares for.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture to safeguarding that puts children's interest first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop ways to enhance younger children's communication and language to extend and increase their vocabulary.

Setting details

Unique reference number	EY380090
Local authority	Surrey
Inspection number	10335443
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	6
Number of children on roll	4
Date of previous inspection	15 June 2018

Information about this early years setting

The childminder registered in 2008. She lives in Epsom, Surrey. The childminder operates all year round, from 7.30am to 5.50pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about her intentions for children's learning and how the curriculum is implemented.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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