

Childminder report

Inspection date: 26 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this family environment. They arrive eager to learn and confidently access the resources that are available to them. The childminder knows the children well. She recognises when children are tired or hungry and responds appropriately to meet their needs. For instance, she offers cuddles and comfort to help support their emotional well-being. Children settle quickly into the childminder's routines. They demonstrate that they feel safe and have a sense of belonging.

The childminder places a strong emphasis on supporting children's emotional well-being and speech and language development. She provides a range of carefully planned activities that help children to build their knowledge and skills over time. Children confidently choose what they want to do and play well alongside their peers. They show determination and resilience when faced with challenge. For example, after being shown how to wind up a small toy, children sit for lengthy periods to do this for themselves, using a pincer grip to succeed.

The childminder has high expectations of all children. She uses clear and concise instructions. This helps children understand what is expected of them. Children develop their independence in preparation for school. For instance, the childminder encourages them to cut fruits at snack time, wipe their noses and wash their hands. Children demonstrate confidence when carrying out these tasks.

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

- The childminder plans a varied curriculum around children's interests and what they need to learn next. However, on occasion, during group activities, she does not successfully adapt the activities to precisely target what the oldest children need to learn next. As a result, the learning opportunities for children are not consistent.
- The childminder supports children's mathematical skills well. She provides regular opportunities for children to practise their counting skills. For example, during snack time, she asks children to count the number of banana pieces left on their plate. The childminder models how to count objects one at a time. Children copy and begin to learn how to count objects and say numbers in the correct order.
- Partnerships with parents are good. Parents are delighted with the care the childminder provides. They appreciate the guidance she provides on subjects such as potty training. However, the childminder has not yet developed partnerships with other settings children attend. This does not fully promote consistency children's in care and learning.
- Children are developing good literacy and language skills. They have access to a

wide range of books, which children enjoy making their own selections from. For example, children extend their vocabulary as the childminder reads 'We're Going on a Bear Hunt'. Children copy the words they hear in the book, such as 'squelch' and 'stumble'. This helps them to be confident communicators.

- Children learn to adopt healthy lifestyles. They confidently follow hygiene routines, such as washing their hands before eating. Children have daily access to the outdoors and benefit from plenty of fresh air and exercise.
- The childminder plans activities that she knows children will enjoy. For example, children squeal with delight as they help to take play dough out of the tubs, recognising and naming the colours. Children demonstrate good hand-eye coordination and develop strength in their hands as they press down on cutters. This helps to develop the muscles in their hands and supports their future writing skills.
- The childminder is a positive role model. She teaches children to take turns from an early age. Children behave well and are kind to their peers. They play well together, sharing the resources.
- The childminder is reflective about her setting. She is aware of her strengths and areas for improvement. The childminder has a positive attitude to her continuous professional development. For instance, recent training has improved her understanding of how to promote children's mental health. As a result, the childminder has a greater understanding of how to promote children's mental well-being.
- The childminder takes children on regular trips out in the local community. For instance, children visit local parks, libraries and playgroups. They learn about similarities and differences with people in the community. This helps children to build on their social skills and confidence in a larger group setting.

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:

- adapt activities to precisely target children's next steps in learning, particularly the oldest children
- develop partnerships with other settings that children attend, to promote continuity in their learning and development.

Setting details

Unique reference number	EY385832
Local authority	Surrey
Inspection number	10317336
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 2008 and lives in Farnham, Surrey. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Sarah Richards

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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