

Childminder report

Inspection date: 30 October 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming home environment where children feel safe, secure and happy. As children arrive, they enjoy cuddles and reassurance with the childminder before hopping off to join their friends in play. This supports children to settle quickly. The childminder gets to know each child in her care. She gathers information from parents to help her to settle children and form close bonds. The childminder provides children with activities that she knows they will enjoy and take part in. Children build with plastic construction bricks and use shopping trolleys to transport resources around the environment. Experiences on offer capture each child's interests and encourage their learning. This enables children to make good progress.

Children benefit from a good range of adult-directed and child-initiated activities and develop positive attitudes to their learning. For example, they run to an activity that the childminder has prepared for them. The childminder is effective in supporting children to learn the routines and understand the boundaries. Children behave extremely well and the childminder models respectful language and kindness.

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

- The childminder ensures that learning is sequenced and provides activities that help children to build on their existing skills and knowledge. For example, she prepares children for a trip to the farm. The childminder provides a range of activities ahead of the trip to support children to learn the names of the animals and explore the sounds they make as they play.
- Children develop good physical skills. For instance, the childminder introduces resources such as pipettes during water play. Children challenge themselves as they learn to suck up water by pinching and releasing the top of the pipette. Children have lots of opportunities to develop their gross motors skills, including their core strength. Children gain confidence in their abilities as they climb on and off the low swing in readiness for being pushed. This helps children to gain control of their bodies.
- Overall, the childminder supports children's developing speech well. For instance, she speaks clearly and describes what children are doing. This helps them hear and learn new vocabulary that is relevant to their play. However, sometimes, the childminder does not initiate conversations with children during social parts of the day, such as during mealtimes. This means that some children do not build the confidence they need to develop conversations with their peers.
- Parents speak highly of the childminder and the care she provides. They enjoy regular updates and value the feedback they receive when they collect their child each day. Parents particularly value the close relationships children have

with the childminder and her family. They comment on how this means that children feel happy and settled and look forward to spending time in this exciting learning environment.

- The childminder promotes some independence skills. For example, children have access to a wide range of toys to play with at their level and are confident to reach for toys of interest. However, she does not consistently make the most of opportunities to support independence in children's self-care skills, for example, giving them the opportunities to clean their own hands or to get their coats before going outside.
- Children understand the rules and behave well. The childminder uses praise to promote good behaviour. She reinforces boundaries during children's play, such as turn-taking and sharing. For example, when children want the same colour brick, the childminder is on hand to offer solutions and support children to take turns with the resources. This promotes positive and respectful behaviour.
- The childminder is reflective of the service that she provides. She is committed to enhancing her professional development to help improve her knowledge and skills further. For instance, she engages in regular online training to enhance her knowledge and has identified specific future training in order to support the needs of the children in her care effectively. This has a positive impact on children's learning and progress.

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:

- consider the organisation of mealtimes to provide more consistent support for children to develop their emerging language and communication skills
- promote and encourage further the development of children's independence skills by providing them with regular opportunities to do things for themselves.

Setting details

Unique reference number	EY386451
Local authority	Surrey
Inspection number	10359915
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 3
Total number of places	5
Number of children on roll	0
Date of previous inspection	7 December 2018

Information about this early years setting

The childminder registered in 2008 and lives in Walton-on-Thames, Surrey. She operates for most of the year, from 7.30am to 6pm, Monday to Thursday. The childminder holds a relevant qualification at level 3. She provides funded early education for children aged from nine months.

Information about this inspection

Inspector

Natalie Atkins

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision.
- The childminder spoke to the inspector about children's learning and development, with a focus on communication and language.
- Parents shared their views through written feedback of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the interactions between the childminder and children.

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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