

Childminder report

Inspection date: 11 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

The childminder and her assistant create a calm and friendly environment. Children are relaxed, confident and content in her home. The childminder responds quickly to babies' physical and emotional needs to ensure they remain comfortable. Children benefit from robust settling-in sessions when they start to help them adjust to their new environment. The childminder obtains high-quality information to help her plan a curriculum that supports children's next steps in learning. Children demonstrate good social skills, sharing and taking turns. For example, as children look through photographs of their family members, they invite their peers to join them.

There is a well-designed physical development curriculum in place. Children have daily opportunities to develop their spatial awareness, stamina and gross motor skills. They illustrate this as they run between the play equipment in the garden and learn to jump off a tree stump to land inside a hoop. The childminder provides activities to help children develop their small-muscle skills in readiness for writing. Children excitedly scoop the sand up with their spades and transfer it into their buckets. Children enjoy the physical challenges on offer and show resilience.

The childminder provides lots of opportunities for children to learn about their local community and the wider world around them. For example, they enjoy regular trips to the local library and post office. Children observe amazing events while learning about nature, such as ducklings hatching and growing. These experiences help children develop awe and wonder of the world.

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

- The experienced childminder understands the importance of continuous professional development. Herself and her assistant access extensive training to help them improve their knowledge. For example, recent training has improved their understanding of how to develop secure and trusting relationships with young babies and toddlers.
- Parents are thrilled with the progress their children make in learning. They describe the childminder as 'part of the family' and say that the support she provides for their children is excellent. Information is shared effectively with parents, such as children's daily activities and their overall progress. This helps to promote continued learning at home.
- The childminder is passionate about her role and works closely with her assistant. However, the arrangements for supervision are not yet fully effective in providing targeted support to help develop the practice of her assistant. For example, her assistant is less confident in supporting the curriculum for communication and language. At times, he does not consistently give children

enough time to process questions and respond before asking another question.

- The childminder's language-rich environment offers plenty of opportunities for children to listen to and learn new vocabulary. For example, after listening to the story of 'Handa's surprise', children could recall key words such as 'guava' and join in with the repeated refrains. This helps to develop children's early literacy skills.
- Children have positive attitudes to their learning. For instance, children excitedly search for small world farm animals hidden in straw. The childminder recalls past learning. She asks questions, such as 'what sound does a cow make?' Children quickly begin to make 'mooing' sounds. The childminder offers meaningful praise which helps to boost children's self-esteem.
- Children know the routines of the day well and respond effectively to instructions. For instance, they know to get ready for nap time after they finish their lunch. However, occasionally the childminder and her assistant step in too soon to help younger children with their self-care without giving them the time to work out how to do things for themselves. This does not fully promote their independence.
- The childminder teaches children well about other people and communities. For example, she shares her own South African culture with children by teaching them key phrases and displaying family photos. Children are able to use everyday words and phrases in Afrikaans. This helps children to respect and understand people who are different to them.
- Children learn about healthy lifestyles. They are provided with healthy snacks and meals, which are home-cooked and well-balanced. Children relish their time outdoors and understand the importance of fresh air and exercise as the childminder encourages lots of outdoor play.

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:

- strengthen the procedures in place for the coaching and supervision of your assistant, so they deliver an effective communication and language curriculum
- promote children's independence further by encouraging them to do more things for themselves.

Setting details

Unique reference number	EY387669
Local authority	Surrey
Inspection number	10339390
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 10
Total number of places	6
Number of children on roll	22
Date of previous inspection	17 July 2018

Information about this early years setting

The childminder registered in 2008 and lives in Lightwater, Surrey. She operates all year round from 7am to 7pm, Monday to Friday. The childminder works with one assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children and between the childminder's assistant and children.
- Children spoke to the inspector during the inspection.
- 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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