

Childminder report

Inspection date: 7 May 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

The childminder creates a warm and inviting environment and children's development and well-being are at the centre of her practice. Children thoroughly enjoy taking part in interesting and varied activities that spark their curiosity and imagination and motivate them to learn. For example, children excitedly point out some cauliflower plants they have grown. They delight at recalling their trip to the garden centre to choose the seeds and confidently explain how they planted these in the soil. This supports all children to make good progress relative to their starting points.

Children play well together. For example, they sing along to a song and join in with the actions by jumping up and down and pretending to be bunnies. They are friendly and engage in conversations with each other. This helps to strengthen their social interactions and build on their confidence and self-esteem. The childminder has a very strong focus on children's personal development. She strives for respectful and trusting relationships for all families and children. Children develop well and make good progress in the warm, responsive environment, where they feel safe to develop their sense of self. Young children have opportunities to share their own thoughts and opinions in safe and positive surroundings.

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

- The childminder skilfully uses her knowledge of how children learn, to develop their interests and identify strengths and areas for further development. She provides inviting activities to support children to make good progress. For example, when exploring the story of 'The Little Red Hen', the childminder puts together a sensory tray to bring the story to life. Children excitedly explore the soil, vegetables and wheat. This activity develops into an opportunity to find out how to get the wheat from inside the ear of corn. Children delightedly use a hammer to extract the wheat, and the childminder uses vocabulary to support, extend and deepen children's understanding.
- When children first start with the childminder, she gathers a wide range of information from parents. Parents share a lot of information about what their children can already do, which helps to promote strong links between the childminder and home. This enables the childminder to build on children's knowledge and understanding right from the start.
- The childminder provides healthy snacks and meals for children. Mealtimes are an opportunity for children to be involved in food preparation. Older children learn to use knives safely to cut a loaf of bread, while younger children cut softer fruits, which help them to develop life-long skills. Children understand that they must take care of their bodies and keep hydrated. When joining in with dancing and singing, the childminder makes links between being hot and

needing a drink, which encourages children to begin to make these links for themselves. Overall, the childminder makes good use of mealtimes. However, she does not always consider the organisation of mealtimes to remove distraction when attending to children.

- The childminder works closely with other settings to provide a consistent and focused approach to children's learning. They regularly share information about children's development, well-being and daily routines. These close working relationships support children to make good progress across all settings that they attend.
- The childminder promotes children's health and safety well. For example, she helps children to learn about road safety during regular walks, and closely supervises children when they are eating. She is mindful of respecting children's privacy when toileting. The childminder updates her safeguarding knowledge through regular training courses, and has a secure awareness of the procedures she would follow should she have concerns about children's safety and welfare.
- The childminder helps children to develop their understanding of the different celebrations and festivals of other cultures and religions. She finds out about children's backgrounds when they first start and uses this information to implement books and songs from those cultures. This helps to prepare children for life in modern Britain.

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:

- review and improve the organisation of mealtimes to remove distractions and ensure that all children remain engaged and supported.

Setting details

Unique reference number	EY387736
Local authority	Surrey
Inspection number	10335326
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 June 2018

Information about this early years setting

The childminder registered in 2009 and lives in Reigate, Surrey. She operates her childminding service from Monday to Thursday, 7.45am until 5.45pm, all year round.

Information about this inspection

Inspector

Natalie Atkins

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 they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered the views of parents by reviewing their feedback.

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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