

Childminder report

Inspection date: 26 November 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 follows children's interests to implement her varied curriculum. Children engage in the activities and experiences the childminder provides, which assists them in making good progress in their learning and development. The childminder builds strong bonds with children, who are happy to enter her home and settle into their play. These positive relationships and the safe environment promote children's emotional and physical well-being.

Children enjoy playing with each other and involving themselves in role play as they pretend to make drinks, do the ironing and look after their babies. They enjoy exploring different shapes, colours and building blocks to create lollies and homes for the play animals. Outside, they have the freedom to climb on equipment, manoeuvre ride-in cars and make marks on an easel. All children love being outside, and the childminder dresses them appropriately to enable this to happen. Children show their enjoyment as they play together outside and run around the garden creating their own play. Even non-walking children love the experience of crawling across the grass to get to the slide and ride-on toys. They show enjoyment and freedom that they are less confident to exhibit inside. The childminder uses their play to encourage them to complete actions that build on their physical skills, and she talks to them to extend their communication and vocabulary. Children share, take turns and behave well given their young age and developmental stage.

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

- The childminder provides a varied curriculum that builds on children's interests and developmental needs. She has a secure understanding of her role to protect children's welfare and promote their emotional and physical well-being. The childminder has a supportive group of childminding colleagues who she talks with to share ideas, exchange knowledge from training and collaborate on joint learning activities.
- The use of observations and assessments supports the childminder to identify children's next steps in learning. She shares any emerging developmental needs with parents. The childminder provides resources and activities that children enjoy. She encourages them to try tasks for themselves, praises them and supports them to have pride in their achievements.
- The childminder has high expectations of children's behaviour and gives clear instructions to reinforce how they can play with their friends safely. For example, when children start to run around the table they are reminded to walk as the floor is slippery or they may knock into their friends. They slow to a walk. The childminder is a positive role model and encourages children to gain a positive attitude to learning. When she can see children's interests in their play is

dimming, she introduces new activities she knows they enjoy, such as building blocks and animals, and encourages them to build and talk about what they are making. Children quickly involve themselves in meaningful play.

- Children gain a good awareness of healthy lifestyles and healthy eating. The childminder provides a range of healthy foods and helps children learn to make healthy choices for themselves. Children love being outside and enjoy the opportunity to explore in the garden, local woodlands and other places of interest. Children gain an awareness of healthy practices and eagerly wash their hands before they eat and clean them after they finish.
- The childminder prioritises children's communication and social skills. She provides opportunities for them to build on their vocabulary to help them communicate their needs. The childminder provides a wide variety of experiences to enable children to become socially confident and emotionally secure.
- The childminder reflects on her practice and attends training to keep her safeguarding knowledge up to date. She has identified areas where she can improve her practice, such as updating her food hygiene training. The childminder identifies where children may have emerging delays or need additional support. However, she has yet to target her professional development to find ways to adapt her practice to support and enhance children's unique and emerging needs more precisely.

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:

- target professional development more precisely to focus on extending knowledge relevant to children's unique and emerging needs.

Setting details

Unique reference number	EY394080
Local authority	Surrey
Inspection number	10372818
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 September 2019

Information about this early years setting

The childminder registered in 2009 and lives in New Haw, Surrey. She has a relevant childcare qualification at level 3. The childminder operates from 8am to 5.30pm, Monday to Thursday, throughout the year. She receives early education funding for children aged from nine months to three years.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language and their personal and social skills.
- Children interacted and spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector read parents' testimonials and took account of their views.
- 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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