

Childminder report

Inspection date: 4 March 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 provides a warm, welcoming and inclusive homely environment. Children are happy and settled. They are greeted with smiles at the door by the kind and caring childminder. The childminder recognises that all children are unique, with their own personalities and characteristics. She adapts her settling-in procedures in response to this. She prioritises developing warm and caring relationships with the children, so they are happy in her care. Children go to the childminder for hugs, which she readily gives. They show they have secure bonds and enjoy her company.

The childminder plans activities based on the children's current interests, supporting their learning and development. This helps children to sustain their engagement in activities for long periods of time, developing their concentration. Children develop a love of books and enjoy reading with the childminder. Young children enjoy pressing buttons to hear the noises of animals in books with sounds. They copy the noises, and the childminder models saying the names, which children repeat.

Children are very familiar with their surroundings. They happily explore the accessible play resources, choosing what they want to play with and where to play with it. The childminder engages with children positively. Children learn how to respect others and behave well. They follow the childminder's routines and expectations. For instance, young children learn to tidy away toys independently when they have finished with them.

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

- Children enthusiastically play with a wide variety of age-appropriate resources. Overall, they show high levels of focus and concentration in their play. For example, they spend a long time in the play kitchen, making cups of tea and putting cakes onto plates to share with the childminder. Children show positive attitudes towards learning.
- The childminder forms good bonds with children to support their emotional development. For example, when young children become unsettled, the childminder offers cuddles and kind words, which helps the child feel secure. Children are confident, well behaved, and friendly.
- The childminder demonstrates that she reflects on her practice and makes ongoing changes to her setting. She keeps herself up to date with training and knowledge that benefits children's learning. For example, she has attended a course to help her support children with autism and is hoping to learn more about speech and language support in future training.
- The childminder supports children to develop good communication and language

skills. She provides a running commentary as children play, modelling language and new words. For example, she talks to them about the dolls and what size clothes will fit best. Children listen intently and engage, through babbling, in back-and-forth conversation with her. However, at times the childminder does not encourage children's curiosity and enable them to explore and discover for themselves, to extend their play and further their thinking skills.

- The childminder completes regular safeguarding training to help her keep her knowledge up to date. She understands her safeguarding responsibilities. She consistently assesses the risks in her home, activities, and outings to ensure the safety of children in her care. The premises are safe and secure.
- Parents are happy that their children are in the care of the childminder. They express how lovely the childminder is and how supportive and flexible she is. Parents feel happy with the progress their children make and feel informed about their learning.
- Children play well together. For example, they delight at playing 'peekaboo' with soft dolls, modelling what the childminder had taught them last week. Children show tolerance and respect for others. The childminder offers praise to children when they complete tasks or achieve success. This promotes their confidence and self-esteem.
- The childminder provides children with experiences in their local and wider community. Children regularly attend local playgrounds to build their confidence and social skills as they mix with other children and explore the climbing equipment. They visit local nature areas, and woods. This helps to develop children's understanding of the world and fosters their interest in nature.

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 understanding of how to support children to further develop their curiosity and thinking skills.

Setting details

Unique reference number	EY399594
Local authority	Surrey
Inspection number	10308293
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 9
Total number of places	5
Number of children on roll	4
Date of previous inspection	7 March 2018

Information about this early years setting

The childminder registered in 2009. She lives in Woking, Surrey. The provision operates from Monday, Wednesday and Thursday from 7.45 to 6pm. She offers after school care on Wednesday, Thursday and Friday term time only. The childminder receives free early education funding for children aged three and four years old. The childminder holds a relevant early years qualification.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- This was the first routine inspection the childminder has 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 completed a learning walk and discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education during activities, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.
- 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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