

Childminder report

Inspection date: 13 December 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

Children settle quickly in the childminder's welcoming home. The childminder focuses on getting to know children when they start with her to develop strong bonds. She divides her attention well between all children, so that every child feels valued, included and listened to. Children seek the childminder to play, and for comfort when needed. They enjoy frequent hugs, which the childminder readily gives. Children enjoy playing with the childminder and feel safe in their environment.

Children show interest and sustained concentration in their chosen activities. The childminder knows how to extend their learning effectively and uses enjoyable activities to engage children. For example, the children showed real interest in the roadworks taking place outside the childminder's home. The childminder responded positively to this. She provided relevant resources and had regular conversations with the children about the diggers at work. This offered a purposeful, meaningful experience that children gained greatly from, deepening their interest. For example, children repeated learned vocabulary such as 'excavator' and 'dumper truck' in their play.

Children benefit from lots of opportunities to be social and to explore their local environment through trips and regular outings. She takes children on frequent visits to local attractions and amenities. For instance, they attend toddler groups where they meet other children and adults, and they enjoy frequent visits to the farm or parks where they can be physically active.

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

- The childminder provides a curriculum that focusses on using children's curiosity and interests to help them to develop a love of learning. For example, she provides toys and resources that she knows children enjoy playing with, such as vehicles and construction toys. She focuses her teaching to help children learn skills, such as listening and following instructions, and helping them to be sociable and kind.
- The childminder knows the children really well. She sensitively encourages less-confident children to try new activities to support their independence and extend their learning. For instance, she provides hesitant children with the support they need to begin to enjoy taking part in messy play.
- Communication and language are supported well by the childminder. She builds on children's speech and language skills by, for instance, using simple sentences and maintaining a narrative as they play. However, on occasion, the childminder does not recognise opportunities that arise to help children learn the correct pronunciation of words. At these times, children do not receive the best possible

support to use new vocabulary confidently and accurately.

- Children display positive physical and emotional health. The childminder supports children to build on their confidence and increasing independence with skills such as hygiene practices, eating and playing independently. They discuss healthy fruit snacks. Children engage in healthy lifestyle choices.
- The childminder supports children to develop good physical skills. She encourages them to become confident movers as they dance along to music. Children learn to use drumsticks to tap out the beat on drums alongside the music. This develops children's skills to express themselves creatively.
- The childminder gives clear guidance to support children's good behaviour. Overall, children listen and respond attentively when she speaks to them. However, the childminder does not always help children to fully understand the impact of their actions on other children's play and feelings. The childminder provides children with plenty of praise and encouragement. This supports their behaviour, self-esteem and confidence effectively.
- Parents are very complimentary about the service they receive. The childminder shares photos and ensures that parents are aware of what children have been doing for the day, such as activities or outings. Parents feel part of a family, and the children are well cared for and loved.
- The childminder reflects on her provision well. She recognises the benefit of developing her knowledge and skills through continual professional development opportunities, such as training and networking with other local childminders.

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:

- model language as effectively as possible to help promote children's developing vocabulary further
- strengthen behaviour management strategies to help children understand the consequences of their actions and regulate their own behaviour.

Setting details

Unique reference number	EY402764
Local authority	Surrey
Inspection number	10367407
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 February 2019

Information about this early years setting

The childminder registered in 2009 and lives in Epsom, Surrey. The setting is open Tuesday to Friday, 8am to 6pm, all year round. The childminder has a relevant qualification at level 3. The childminder is in receipt of funding for early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shona Allerton

Inspection activities

- The childminder and the inspector discussed how the childminder organises her provision, including the aims and rationale for the early years curriculum.
- The inspector observed the interactions between the childminder and the children.
- 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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