

Childminder report

Inspection date: 13 March 2025

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 are happy in this warm and welcoming home. The childminder forms caring relationships with the children. Before they start at the childminder's home, she invites parents and children to attend settling-in visits. This helps her to gather information about their children's interests and care routines. This helps children to feel safe and secure.

The childminder places a strong focus on developing children's communication and language skills. She consistently models words clearly to support children's pronunciation, and she communicates with babies highly effectively. Children develop a love of books. The childminder carefully arranges her resources so that they are easily accessible for the children. Children choose their favourite books and take part in regular group storytelling times with the childminder. For example, children snuggle-in on the childminder's lap and listen intently to the stories, predicting what is going to happen next. This helps children to develop their early literacy skills.

The childminder has high expectations of children's behaviour. She supports them to understand her behaviour expectations through discussions and by using effective strategies. For instance, she makes tidying up fun with the children. As such, they follow her instructions well and quickly help her tidy away the toys before mealtimes.

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

- The childminder promotes children's physical development well. She encourages babies to learn to walk as they cruise around the furniture and pull themselves up. This helps them to develop their balance and gain control of their large-muscle groups. Older children have plenty of opportunities to develop the small muscles in their hands in readiness for later writing. For instance, children concentrate intently as they squeeze paint from a tube.
- The childminder supports independence from a very early age. She encourages babies to feed themselves and hold their cups to have a drink. The childminder is skilful at recognising when older children need support. For example, she sensitively supports them when learning to use cutlery to eat their lunch. This gives children great confidence in their own abilities. As such, children develop very good self-care skills in preparation for later learning.
- Children begin to learn early mathematical concepts. For example, the childminder introduces counting while children build and construct towers with blocks. They are becoming confident in counting to 10.
- The childminder teaches children about good hygiene routines, such as washing their hands before mealtimes. She reminds children to drink water regularly. This

helps children to develop healthy habits.

- Children behave well. The childminder encourages children to learn to take turns. She is a positive role model and promotes good manners. This helps children to understand what is expected of them.
- Children develop strong social skills. The childminder regularly takes children out for walks in the local community. They visit local toddler groups to help children socialise with other people. These experiences help children to understand the world around them.
- Overall, the childminder plans an ambitious curriculum and activities for children to explore. For example, she plans activities based around St Patrick's Day to help children develop an awareness of different cultures. The childminder introduces new concepts and vocabulary, such as 'Leprechaun' and 'shamrocks'. This builds on their already good vocabulary. However, sometimes, the childminder plans activities that are too complicated for younger children's stage of development. As a result, planning is not fully focused on what younger children need to learn next.
- Partnerships with parents are good. They comment on how their children's communication has developed. The childminder keeps parents well informed of their children's learning and development through daily discussions. This promotes the continuity of children's learning at home.
- The childminder accesses professional development courses to keep her knowledge and skills current. For instance, she has reviewed her mathematical provision outside. This helps children to continue to develop their knowledge of early mathematical concepts outside. Furthermore, the childminder shares her knowledge with any assistants she works with to keep their skills up to date.

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:

- enhance the curriculum intent to focus more precisely on the identified learning intentions for younger children during planned activities, to fully support their progress.

Setting details

Unique reference number	EY406493
Local authority	Surrey
Inspection number	10375883
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	6
Number of children on roll	9
Date of previous inspection	8 May 2019

Information about this early years setting

The childminder registered in 2010 and lives in Effingham, Leatherhead. She operates all year round from 8am to 5.30pm, Tuesday to Friday, except bank holidays and family holidays. The childminder works with assistants. She offers government funded places for children aged between nine months and four years.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder showed the inspector around the premises and discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their written views of the childminder's setting with the inspector.

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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