

Childminder report

Inspection date: 21 January 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 show high levels of emotional well-being and positive relationships between the children and childminder are evident. The childminder has a warm and nurturing manner and provides a home from home environment. She knows the children well, including their individual characteristics, likes and dislikes. Children show that they feel safe and secure as they confidently choose what they want to do from a range of easily accessible, good quality resources.

Children behave well and have tremendous fun as they learn. They join in with activities with energy and enthusiasm. The childminder provides a range of experiences to help children to acquire new skills. For example, she plays music to encourage children to copy the actions to familiar songs and rhymes. Children dance along to these and giggle with excitement as the childminder interacts with them. They show good physical skills as they move in a variety of ways. For example, wobble like jelly, hop like rabbits and twist around.

Children make good progress from their starting points. The childminder has a good understanding of how children learn and develop. She has constructed an ambitious curriculum to help children to develop the skills they need for the future. Children are motivated to learn, focus for prolonged periods and demonstrate resilience.

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

- The childminder has high expectations for what all children can achieve. She completes regular assessments to monitor their progress and identify any emerging gaps. This enables her to work with parents and provide targeted support when needed.
- Overall, teaching is good. Children enjoy learning and are keen to take part in all learning experiences. However, at times, the childminders knowledge of what she wants children to learn is less well explored. Consequently, teaching is not always tailored to support what children need to know or learn next as fully as possible.
- The childminder provides children with many opportunities to learn about the world around them. They frequently visit places of interest in the local community such as, residential care homes, parks and woodlands. Children participate in special festivals and celebrations to help them to understand other cultures. These experiences help to broaden children's knowledge, interact with other children and develop a sense of belonging within the local community.
- The childminder has high expectations for children's behaviour and conduct. She is a good role model, has a gentle approach and communicates respectfully with children. Children develop strong social skills and interact with kindness and

respect. They respond positively to the childminder, listen carefully and are very helpful. For example, they quickly tidy up when asked.

- Overall, the childminder helps children to develop their communication skills well. For example, throughout activities she provides a dialogue, introduces new words and listens with interest to what children have to say. However, she does not consistently use correct words when she speaks to children. For example, she says 'birdy and doggy', rather than 'bird and dog'. This means that children's developing vocabulary is not always modelled effectively.
- The childminder places a good focus on teaching children the importance of leading a healthy lifestyle. Children are encouraged to eat a variety of fruits and benefit from plenty of fresh air and exercise. They understand the importance of following good hygiene routines, including washing their hands before meals.
- Partnerships with parents are good. The childminder ensures that they are kept fully involved in all aspects of their children's care and learning. She provides parents with helpful advice and suggests ways they can support learning at home. Parents comment on the excellent progress their children have made and describe the childminder as caring and supportive.
- The childminder shows a commitment to her ongoing professional development. She continues to keep her knowledge and skills up to date through regular face to face and online training. This helps her to reflect on her provision and introduce new ideas.

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:

- implement the precise learning intentions of activities more effectively
- model language correctly so that children always hear the correct pronunciation of words

Setting details

Unique reference number	EY413687
Local authority	Surrey
Inspection number	10372663
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 April 2019

Information about this early years setting

The childminder registered in 2010 and lives in Woking, Surrey. She operates all year round, Monday to Friday from 7.30am to 4.30pm. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector carried out a learning walk to discuss the childminder's curriculum, including how the childminder assesses and plans for children's learning.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector took account of the views of parents through written feedback provided.

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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