

Childminder report

Inspection date: 23 July 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 demonstrate that they feel safe and secure. The childminder has created an inclusive, warm and welcoming environment where children flourish. Children are very settled and confident learners. They have developed secure attachments with the childminder who is responsive to their individual needs. Children happily explore their surroundings and choose what they want to play with both indoors and outdoors.

Children show a positive attitude to learning and behave very well. The kind and caring childminder acts as a positive role model. She uses gentle words and gives simple, clear explanations making sure that children understand the reason why some behaviour is not acceptable. Children play harmoniously together and show high levels of respect and tolerance for others.

Children successfully develop the skills they will need for the next stage in learning. The childminder is aware of how children learn and develop. She has constructed a curriculum to ensure that all children including those with special educational needs and/or disabilities and those learning English as an additional language, make good progress from their starting points. Children are eager to explore and investigate. They maintain focus for long periods and enjoy acting out experiences with other children, such as making 'tea' in the role-play area.

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

- The childminder places a strong focus on supporting children's communication and language skills. Throughout activities, she talks to them, repeats familiar words and phrases and gives children simple instructions. Children's listening and attention skills are good. They listen with interest to familiar stories and respond to the childminder's questions. For instance, they count the number of spots on the fish and identify the difference between the small and large fish.
- The childminder provides a good range of experiences to help children to develop their physical skills. Children enjoy the time they spend outdoors and confidently ride push-along toys and scooters. The childminder helps children to strengthen their muscles in preparation for writing. For example, encouraging them to use tweezers to pick up pasta shapes and make marks on paper with chalks.
- Although the childminder demonstrates a good understanding of how children learn and develop, at times, she provides too much challenge for children. For instance, she asks children who are just beginning to count to identify written numbers, despite them not being ready for this stage of learning. This slightly affects children's engagement and motivation levels.
- The childminder takes the children out into the community every day. They

attend playgroups, music sessions and benefit from forest school activities. These experiences help to broaden children's knowledge, allow them to interact with other children and develop their sense of belonging within the local community.

- The childminder provides children with an abundance of opportunities to learn about the importance of leading a healthy lifestyle. She ensures that exercise is incorporated into the daily routine, such as through outdoor activities and yoga sessions. Children benefit from healthy snacks and learn about the importance of cleaning their teeth and following robust hygiene practices.
- Overall, the childminder encourages children to complete tasks independently. For example, washing their hands and peeling fruits. She uses positive language, such as 'you try', to encourage children to have a go. However, younger children occasionally struggle to complete some tasks, such as feeding themselves, as the booster seats the childminder uses do not enable children to reach the table to achieve this.
- Partnerships with parents are good. The childminder ensures that she communicates with them about the activities that children have enjoyed throughout the day. Parents comment that they appreciate the support they receive from the kind, friendly and caring childminder.
- The childminder is committed to her ongoing professional development. She completes regular online courses to keep her knowledge and skills up to date. The childminder has good links with other childminders. They meet regularly, evaluate their practice and share suggestions for activities. These positive relationships support her to maintain her drive for continuous improvement.

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 teaching to provide children with appropriate levels of challenge that are suitable for their stage of development
- review and improve the arrangements at mealtimes to enable younger children to complete tasks, such as feeding themselves independently.

Setting details

Unique reference number	EY418822
Local authority	Surrey
Inspection number	10354756
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	8
Date of previous inspection	5 November 2018

Information about this early years setting

The childminder registered in 2010 and lives in Woking, Surrey. She operates for most of the year, Monday to Friday, between 8am and 5.30pm. She holds a qualification in childcare at level 3. The childminder receives funding to provide free early years education for children aged two, three and four.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the childminder.
- 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.

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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