

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 greets children warmly and they confidently settle as soon as they arrive. She has considered ways to support children's emotional needs. For example, she has pictures of children and their families displayed on her patio doors. Children enjoy looking at these pictures and sharing them with the childminder. She encourages them to talk about who and what they can see in the pictures, which helps children to build bonds with her.

The childminder effectively communicates her high expectations for children's behaviour. For instance, she role models good manners to children, and she consistently reminds them to say 'please' and 'thank you' at appropriate times. Additionally, the childminder praises children when they behave well, and they enjoy being rewarded with 'high fives' from her. This enables children to recognise when they have shown good behaviour.

The childminder provides activities to help children understand what makes them unique. For example, she gives children mirrors to look at themselves and talk about what they see, such as the colour of their hair and eyes. The childminder supports children to recognise and celebrate the similarities and differences between themselves and others. This promotes their self-esteem and helps them to understand and respect other people in the local community and the wider world.

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

- The childminder has a good understanding of what she wants children to learn during their time with her, which is appropriate to the ages of the children she cares for. She uses assessment effectively to identify what children know and can do, in order to plan for their next steps in their development. This helps the childminder to build a curriculum that supports children's progress well.
- The childminder encourages the sharing of information between parents and other settings that children attend. This helps to keep everyone fully informed in order to promote consistency for children's ongoing development. Additionally, she works closely with parents to ensure that she continues to meet children's individual needs. For instance, she has received training from parents so that she can provide effective care for children with special educational needs and/or disabilities.
- The childminder is reflective about the service that she provides for children and their families. Furthermore, she seeks advice and support from her early years advisor and other childcare professionals to help her identify ways to strengthen her practice. This helps to improve the quality of education that children receive.
- Children access different types of activities that support them to build on their physical development. For instance, the childminder provides them with different

coloured play dough, and they enjoy spending time manipulating it with their hands and cutting it into small pieces with plastic scissors. This enables children to strengthen their small muscles skills in order to help them to use writing tools.

- The childminder ensures that she promotes children's understanding of how to keep themselves healthy. This includes encouraging them to wash their hands before they eat. Children are familiar with these routines and follow the instructions that the childminder gives to them. This helps children to learn how to take care of their own bodies.
- Children are supported to take appropriate risks. For example, the childminder encourages them to use a knife to cut up fruit for their snack time. She talks to children about why they need to cut their grapes up, which helps them to develop an understanding of how to manage risks for themselves. However, sometimes the childminder is too quick to step in when children struggle to complete tasks, which does not always enable them to learn to do things for themselves.
- Children enjoy interactions with the childminder, such as joining in with dancing and singing activities. Children beam with delight when they hear their favourite songs, and they eagerly move their bodies to the music, which gives them opportunities to express themselves. The childminder extends this by encouraging them to recall the words, and children respond positively by attempting to sing along to familiar songs. This supports children to develop their language skills.

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 teaching to allow children more time to try to complete tasks for themselves.

Setting details

Unique reference number	EY424051
Local authority	Surrey
Inspection number	10317351
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	2 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	30 May 2018

Information about this early years setting

The childminder lives in West Molesey, Surrey. She provides childcare all year round, on Monday to Thursday from 7.30am to 5.30pm. She receives funding for children aged two, three, and four years. The childminder holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- This was the first routine inspection the childminder 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 the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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