

Childminder report

Inspection date: 6 June 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 are happy and settled in the childminder's warm and welcoming home. The childminder's nurturing approach is reflected in the confidence and contentment children demonstrate. For example, children explore their environment with curiosity and ease. The childminder has developed secure bonds with the children. They feel safe and secure to be independent and self-assured learners in the childminder's care. The flexible routines of the day enable children to have time for uninterrupted play, and they seek out the childminder for reassurance and comfort.

The childminder takes children to local groups, parks and woodlands. During these trips, children socialise with other children and adults. This supports their confidence and resilience in managing many different situations.

Children enjoy looking and listening to stories, such as 'The Gruffalo' or 'Dear Zoo'. The childminder engages children effectively in storytelling activities, which helps to enhance their language and communication skills and to develop a love of reading.

The childminder has high expectations for children's behaviour towards others. These expectations are understood by the children. Children show kindness and respect towards each other and the childminder's pet cat. The childminder explains and models how to wash hands thoroughly before meals and after using the toilet. Children are developing strong foundations in their self-care skills and understanding of good hygiene routines.

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

- The childminder is clear about the skills and knowledge that she wants children to learn. She takes the time to get to know children well. Children's interests and previous experiences are considered when she plans activities. For example, the childminder recognises the impact of the COVID-19 pandemic on children's learning and development, such as their social skills and confidence within larger groups. All children make good progress from their starting points, ready for future learning.
- The childminder gathers detailed information from parents when children start, to help plan for their individual care and learning needs. She shares information about children's care routines and learning to keep parents informed. This helps to provide consistency and continuity in care and learning.
- The childminder uses teaching strategies effectively to test out children's knowledge to ensure that learning is embedded. Children recall their experiences and remember prior learning, which builds on their memory skills. For instance, during activities, the childminder engages children in purposeful conversations,

and she uses questioning skilfully to motivate children to share their thoughts and ideas. However, she does not always allow time for children to answer before moving on to the next question. This does not fully support their communication and language skills.

- All children demonstrate excellent behaviour. They enjoy playing together and help each other. The childminder is a good role model. She offers lots of praise when children demonstrate positive behaviour and use good manners towards each other. Children show real empathy towards their peers, and they share and cooperate extremely well with others.
- Parents are highly complementary of the childminder's caring manner with the children. For example, parents refer to the childminder as 'Mary Poppins' as they comment on how she puts the children and their needs first. They appreciate how the childminder shares information about children's progress and how to support them. This helps to extend children's learning at home.
- The childminder helps children to develop their imagination and creativity alongside the development of their physical skills. She plays alongside children and listens to what they say, for example, when they use magnetic shapes to build and construct. However, occasionally, she does not adapt teaching successfully to fully support older children, for instance, at times, the childminder asks questions that are too easy for the older children. As a result, older children are not always sufficiently challenged to extend their learning.
- The childminder values the network of support from other childminders in the community. She recognises the benefits of networking and reflects positively on previous training that she has received. For example, she shares ways she has adapted her teaching to support children's imaginative play.

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:

- allow enough time between questions for children to respond with their own thoughts and ideas
- strengthen teaching for older children to challenge and stretch their learning even further.

Setting details

Unique reference number	EY424069
Local authority	Surrey
Inspection number	10339310
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 July 2018

Information about this early years setting

The childminder registered in 2011 and lives in Epsom. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shona Allerton

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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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