

Childminder report

Inspection date: 31 January 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 have a positive attitude to learning. They eagerly take part in the activities that are available and generally stay focused for some time. Their social skills are well supported. Children learn to share and take turns with their friends, and they develop their independence skills. For example, they find their shoes and put them on before going out, and they follow simple routines, such as putting the toys away before lunchtime.

The childminder promotes and supports children's physical development. She plans activities that enable them to develop the strength in their hands. For example, they use tweezers to lift the 'worms' that are made from wool into the bird's nest. The childminder takes the children to lots of groups, such as soft play and parks, which enable them to develop their larger muscles. Babies are well supported in their walking and are rewarded with cuddles when they make their way to the childminder.

The childminder encourages children to have a healthy diet and lifestyle. She provides a range of healthy foods and snacks and enables children to become independent in preparation for mealtimes. For instance, older children pick up their chair and water bottle to take to the table.

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

- The childminder has a good understanding of how to protect children and keep them safe. She completes training to keep her knowledge updated, including maintaining an appropriate paediatric first-aid qualification. The childminder assesses risks in the environment where children play, both in the home and if they are going on outings. She supervises children effectively to ensure that she can always hear or see them. The childminder is vigilant when children return from their trips out. She carefully takes them out of the vehicle and watches each child as they enter the front door.
- The childminder has a secure understanding of the early years foundation stage curriculum and generally plans this to target children's developmental needs. The childminder monitors children's development, enabling her to identify where further support is required. This information, along with the children's interests, is considered when planning the daily routine and the activities. However, on occasions, the childminder does not adapt the activities well enough to meet the needs of the youngest children.
- Children's communication skills are well supported. The childminder uses books to support children's language skills throughout the daily routine. For instance, children huddle round to listen to a story they have been reading. They demonstrate they know the story and point to the pictures of the animals that

sleep in the day and those that sleep at night. They listen to a range of new vocabulary such as 'sloth' and 'crocodile' and use this when they respond to the questions that are asked.

- The childminder generally promotes children's awareness of mathematical concepts. She helps children to match and recognise numbers during some planned activities. Children concentrate as they make bird feeders and carefully thread cereal onto the pipe cleaner. However, on occasions, the childminder does not identify the opportunity for children to count or use mathematical language during their play or the daily routine.
- Children learn about different cultures. For example, they make, paint and create things for different festivals throughout the year, such as Burns Night and Mother's Day. The childminder takes children on local outings, such as to the library, to toddler groups and to see the chickens. These enable children to become familiar with their local community and make sense of the world around them.
- Partnership with parents is effective. Parents comment they feel well supported by the childminder, who is fully aware of children's individual needs. They enjoy receiving artwork that has been created by their child for different celebrations throughout the year. The childminder provides regular feedback to parents about their child's day and their development. The childminder exchanges information with other settings that the children attend to ensure continuity of the support that is provided for children's learning.

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:

- extend the opportunities for children to count and use mathematical language during their play
- review the activities that are provided to ensure that they are consistently adapted to engage younger children's interests.

Setting details

Unique reference number	EY430644
Local authority	Surrey
Inspection number	10317245
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 May 2018

Information about this early years setting

The childminder registered in 2011. She lives in Sunbury-on-Thames, Middlesex. She operates all year round, from 7.30am to 5.30pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Maria Conroy

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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the 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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