

Childminder report

Inspection date: 29 November 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 chatter happily as they arrive at this home-from-home setting. The childminder has built strong bonds with the children, and they show affection towards her. She gathers information from parents and other settings children attend, to meet children's needs. As a result, children settle well and feel safe and secure. Parent feedback is highly positive. They value the support the childminder provides around issues such as toilet training.

The childminder is a good role model. She has high expectations for children's behaviour and learning. She successfully plans activities to support children to learn to share and take turns. For example, while singing, children understand they need to wait for their turn to choose a song. Children show kindness towards each other as they decide on games to play next. Children are confident and independent learners.

The childminder provides plenty of opportunities to support children's physical development. Children smile and laugh as they copy the childminder's actions to songs. They move in different ways, such as jumping and stretching. Regular trips to local outdoor spaces mean they can run and explore nature. Children smile as they talk about feeding the ducks on walks to the pond.

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

- The childminder has planned an ambitious curriculum. She follows children's likes and interests when planning activities. She successfully encourages children to recall previous learning, which they do well. The childminder keeps her knowledge up to date through training and has a network of other childminders to share information with.
- The childminder gets to know the children in her care extremely well. Regular observations of children inform planning and help to identify children's next stage in learning. If gaps in development are identified, the childminder works with parents and other agencies to help children get support in the quickest time possible.
- There are regular opportunities for children to have dedicated time with the childminder so she can focus on their individual needs. Children engage well in planned activities. However, at times, the childminder is quick to solve problems for the children. This means that children do not always use their critical thinking skills to solve problems for themselves.
- The childminder supports communication and language well. She asks children questions to help them think and gives them time to respond. She supports children to listen as their friends share their ideas. As a result, children are confident communicators.

- Children demonstrate a love of books as they independently select them, turn the pages and point to the pictures. They eagerly choose books for the childminder to read. They listen intently and talk about the pictures. The childminder asks the children questions to extend their learning. For example, when looking at a book about snowflakes, they discuss recent snow and frost. The childminder uses this time to introduce new words to the children, further extending their vocabulary.
- The childminder successfully incorporates mathematics into children's everyday activities. She consistently counts with the children and uses visual prompts to support their learning. For example, children learn to add one and take one away. This means children are beginning to understand simple mathematical concepts.
- Children's independence is supported well. They manage their personal care routines, and the childminder reminds children why they need to wash their hands before handling food. Children confidently peel and cut bananas for their snack and pour their own drinks. This gives children a sense of achievement.
- The childminder supports children to learn about the world around them. She plans activities to help children gain an understanding of different cultures and festivals. Children learn about people and their different roles. For example, children learn about different ways to travel. They talk about the role of the pilot as they play with an aeroplane.
- The childminder helps the children to understand how to keep themselves healthy and safe. She provides healthy snacks and meals. Children show visitors a book about oral hygiene and recall facts they have learned. The childminder helps them to understand how to keep themselves safe when online, and children expertly tell her how they can do this.

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:

- create more opportunities to challenge children's thinking and encourage them to solve problems.

Setting details

Unique reference number	EY431182
Local authority	Surrey
Inspection number	10364121
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	5
Number of children on roll	6
Date of previous inspection	25 January 2019

Information about this early years setting

The childminder registered in 2011. She lives in Esher, Surrey. The childminder operates from Tuesday to Friday, from 9am to 6pm, for most of the year.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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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