

Childminder report

Inspection date: 29 February 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 provides children with a welcoming and safe space where they can relax and enjoy learning through play. Children are happy and have formed close relationships with the childminder. They clearly enjoy the time they spend with her and independently make choices from an array of high-quality resources. Children are curious and demonstrate good concentration skills for their young age. For instance, they joyfully water herbs in the garden and delight in exploring various scents.

The childminder is a good role model and treats all children with respect. She is calm and patient and sensitively reinforces positive behaviour. For instance, when children express a desire to observe the squirrels in the garden, she explains the importance of not standing on chairs and recommends kneeling as an alternative.

The childminder devises a curriculum with a strong focus on children's personal, social and emotional development. She plans activities beyond her home to provide children with new social experiences. For example, children enjoy weekly outings to toddler groups. They delight in regular trips to the park and in taking part in nature trails and den building. These outings allow children to meet new people and interact with different children, which helps to build on their social skills.

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

- The childminder spends time getting to know children well. She regularly seeks information from parents about children's ongoing care and welfare needs, as well as their interests and abilities at home. She combines this information with her own assessments of children to inform her planning and teaching.
- The childminder supports independence skills well. For example, she encourages children to attend to their personal care needs, such as getting dressed and washing their hands. They listen to instructions, tidy away toys and confidently put on their own coats and shoes ready for outdoor play.
- The childminder helps children gain an understanding of similarities and differences of people in the wider world. She values each child as a unique individual and integrates their family backgrounds and cultural celebrations into her curriculum planning. For example, children delight in sharing their festivals and traditions in diverse ways, such as through craft activities and role play.
- The childminder provides a narrative as children play. She introduces new vocabulary in context, such as 'frog spawn' and 'lily pad', as children engage in learning activities. However, at times, she is a bit too directive. She does not give children the time they need to think for themselves, or to respond to questions and verbalise their own thoughts and ideas. This slightly inhibits the opportunities children have to use words in their play, to build on their

developing speech, language, and pronunciation skills fully.

- The childminder helps children to develop the hand strength and coordination they need in preparation for future writing. For instance, children transport objects with resources such as tweezers. They enjoy squeezing sensory materials, such as jelly, through their fingers. They hold pencils with a firm grip as they colour pictures.
- The childminder regularly reflects on her provision. She works very hard to maintain quality and to develop her own practice. She has formed strong professional links with other childminders in the area and uses this network to share good practice and ideas. The childminder regularly updates her professional development, to help build on her knowledge and refresh her skills. Recent training has improved her understanding of how to enrich children's mathematical skills during their play. This has had a positive impact on children's learning.
- Partnerships with parents are good. The childminder keeps parents well informed of their children's progress and offers them ideas for learning in the home. This helps to ensure continuity in children's care and ongoing development. Parents comment that they are very happy with the care and learning their children receive.
- There are good arrangements to support children's developing mathematical skills. For example, as children tip and pour liquids, the childminder introduces concepts such as full and empty to help build on their understanding of weight and measure.

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 interactions with children to support and build on their developing speech, language and pronunciation skills even further.

Setting details

Unique reference number	EY434446
Local authority	Surrey
Inspection number	10308353
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 March 2018

Information about this early years setting

The childminder registered in 2011. She lives in Barnstead, Surrey. The childminder operates Tuesday to Friday, from 7.30am to 6pm, term time only. She offers funded early education for two,- three,- and four-year-old children. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Jane Franks

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 showed the inspector the premises and discussed how she ensures the premises are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of parents' written views during the inspection.
- 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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