

Childminder report

Inspection date: 19 December 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 nurturing childminder creates a homely, stimulating environment, both indoors and outdoors, to support children's learning. Children build secure relationships with the childminder who is tuned in to their individual needs. She quickly recognises if children are becoming hungry or tired. Children are eager to engage in their learning and play. They listen attentively as the childminder enthusiastically reads them stories and are eager to turn the pages to what's next. The childminder recognises that babies are keen to be mobile. Babies hold the childminder's hand when walking, which helps them gain confidence on their feet. The childminder provides activities at different levels to encourage babies to pull themselves up and to help them stand independently at activities. This helps babies develop their core muscles and coordination skills. The childminder helps de-escalate babies' frustration, for example she speaks gently to them and helps them negotiate space as they attempt to post objects into a toy. The childminder promotes children's curiosity well. Children are fascinated as she rolls the toy cars. Children move their hands slowly and begin to develop their finger dexterity as they attempt to roll the cars too. They giggle and smile as the cars roll away.

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

- Children make good progress from their starting points. The childminder uses her secure knowledge of how children learn and develop to plan a broad curriculum which meets the needs of all children that attend. She makes regular assessments of what children know and can do and uses this information to plan for children's future learning.
- The childminder has developed good partnerships with parents. They express their thoughts about the service the childminder provides. They comment extremely positively about the childminder, the support she provides and the progress their children make. The childminder has identified that she needs to build partnerships with other settings that children also attend to share information and provide a consistent and complementary approach to each child's learning.
- Children receive a wide variety of experiences. For example, the childminder attends groups with the children, meets up with other childminders and their children and plans trips to local places, such as the park. These experiences deepen children's awareness of the community and help to extend their social skills and confidence as they meet with other adults and children outside of the setting.
- The childminder updates her required training to ensure her knowledge and skills remain up to date. The childminder is actively pursuing ongoing training to enhance her good practice further.
- The childminder supports children to develop an early love of books. For

example, babies select a book and cosy up with the childminder. They listen to the simple story and point at the pictures and feel the textures in the texture book. Babies eagerly turn the pages and, once finished, they put the book back before selecting a new story.

- The childminder talks to children about what they are doing during their play. She asks simple questions as she tries to encourage younger children to understand language. However, on occasions, the childminder does not allow children enough time to listen and hear new language as lots of questions are asked at once.

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:

- support children to have time to understand what has been said to them so that they can think and respond accordingly.

Setting details

Unique reference number	EY444998
Local authority	Surrey
Inspection number	10367384
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 February 2019

Information about this early years setting

The childminder registered in 2012. She operates her service from her home in Ashford, Middlesex. She works Monday to Friday from 7.30am to 5.30pm, all year round. She receives government funding for children aged under two, two years, three and four years.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder and the inspector completed a learning walk together of all the areas of the setting, and discussed the curriculum and what they want children to learn.
- The inspector looked at relevant documentation and reviewed evidence of suitability of the childminder.
- The inspector looked at written reviews from the parents during the inspection and took account of their views.

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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