

Childminder report

Inspection date: 18 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

The childminder creates an exceptionally warm and homely environment where children feel safe and secure. Children are confident in the reassuring presence of the childminder. They settle quickly and happily explore the environment with ease and confidence. For instance, babies relish the freedom to crawl around to find technological toys that interest them. They become absorbed in pressing buttons to hear noises and see flashing lights. Toddlers focus on building tall towers with wooden bricks and giggle as they knock them down. The childminder enthusiastically joins in their play, supporting children's learning needs around their chosen activities.

The childminder plans opportunities and experiences to ensure that children are ready and prepared for the next stage in their education. She provides a wide variety of experiences to develop children's social skills. For example, the childminder takes them to stay-and-play sessions, which enable children to socialise with others and learn how to make friends. Children develop good physical skills for their age. For example, babies are supported to learn to walk by cruising around furniture and holding hands with the childminder while they master this skill. The childminder takes children to the local parks and woodlands daily, where they are encouraged to exercise and increase their stamina and strength.

The childminder has high expectations for behaviour and reminds children of the boundaries and rules in the setting. Her clear instructions help children understand the positive behaviour that is expected from them. Children are quick to respond to instructions and show respect towards each other.

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

- The childminder reflects on her setting effectively and considers what improvements she can make. She seeks the views of parents, children and other childminders to develop the service she provides. For instance, she works closely with other local childminders to share knowledge and ideas of good practice. The childminder completes online training to improve her knowledge and skills. For example, she uses methods adopted from behaviour management training to focus children's attention successfully.
- The childminder has established positive partnerships with other settings that the children attend. She communicates regularly and effectively with them. For instance, she shares relevant information about the progress and development children make. This helps to ensure consistency in their care and learning.
- Parents are very complimentary of the childminder and the care their children receive. They state that the childminder communicates effectively, sharing what their children have been doing and where they are in their development. This

supports children's continued learning at home.

- Generally, the childminder supports children's communication and language development well. She skilfully sings songs and reads stories that engage children in listening and participating. However, the childminder does not implement an effective communication and language curriculum to help younger children build on their speaking skills further. For example, at times, she uses long and complex sentences with toddlers who have limited language.
- The childminder skilfully weaves learning into children's everyday interests. For example, she supports children learning to count as they build with bricks. The childminder asks them to count again the number of blocks they have knocked over after they miscount them. She models strategies such as slowing down their counting and pointing to each block. As a result, children are learning to count in sequence with increased accuracy.
- The curriculum for personal development is not as strong as other aspects of learning. The childminder does not consistently remind children how to reduce the spread of germs. For example, she does not encourage children to cover their mouths when they cough and sneeze. This does not support children to develop healthy lifestyle habits effectively.
- The childminder plans for children to develop their knowledge of other religions and cultures. For example, they talk about traditions such as Diwali. This helps children to develop an understanding of people who are different to them.
- The childminder encourages children to carry out age-appropriate tasks independently. This is illustrated when children tidy away toys, understanding how this keeps the environment safe.
- Children's behaviour is good. The childminder recognises the importance of being a positive role model to children. She actively promotes sharing and turn-taking through modelling and encouraging children to ask politely for their turn.

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 the use of communication strategies
- develop the curriculum for personal development to consistently support children to develop healthy lifestyle habits.

Setting details

Unique reference number	EY445638
Local authority	Surrey
Inspection number	10368529
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 9
Total number of places	3
Number of children on roll	6
Date of previous inspection	25 March 2019

Information about this early years setting

The childminder registered in 2012 and lives in Woking, Surrey. The childminder offers care for children from 8am to 5pm, Monday to Friday, for most of the year. The childminder provides government funded places for childcare. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The childminder talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.
- The inspector observed the quality of education during activities and assessed the impact this has on the children's learning.
- The inspector read feedback provided by the parents.

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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