

Childminder report

Inspection date: 7 May 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 feel safe and happy in the childminder's home. They are polite and demonstrate caring behaviours towards one another. For example, children give each other their water bottle to have a drink of fresh water. The childminder praises their kindness and encourages their thoughtful interactions. She recognises that children must feel secure in their environment before they can make good progress in their learning. This supports their personal, social and emotional development well.

The childminder has a good understanding of areas of learning. She plans purposeful activities that encourage the children to think about why things happen and how things work. For instance, the childminder has created a water wall outside in the garden for children to explore. She encourages the children to investigate and demonstrates what she wants them to do. The children mimic her and pour coloured water into funnels and watch it flow through transparent tubes into separate bowls below. The childminder supports children to recognise what happens when the different-coloured water mixes together. She encourages the children to fill small bottles of water to squirt out into the bowls. They twist the caps off the bottles themselves and the childminder offers support where needed. Children are developing good hand-eye coordination skills and an understanding of cause and effect.

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

- The childminder is dedicated to providing good-quality care and education for children and their families. She has completed training to promote children's emotional well-being and has put strategies in place to support this. For instance, she uses a puppet to help children concentrate on their breathing and think about the here and now. This encourages the children to be calm and relaxed. The childminder is committed to continually improving her practice to ensure children receive the support they need to thrive in their learning.
- The childminder understands what she wants children to learn. She knows the children's areas of strengths and where they most need support. The intention for the children's learning is appropriate, and their learning goals are achievable. The childminder understands her responsibility to work with parents and seeks guidance from professionals if she feels a child needs additional support. Children make good progress in their development.
- Children are learning good hygiene routines. The childminder consistently reinforces handwashing after using the toilet and before meals. Children sit well at mealtimes and eat a range of nutritious foods. The childminder talks to the children about being healthy and explains why this is important. Children are learning about healthy diets and what is good for them.

- Overall, the childminder promotes positive behaviours. Children mostly behave well and demonstrate friendly behaviours to each other and the childminder. However, at times, the childminder is not consistent when reminding the children of her rules and boundaries. For example, sometimes she does not reinforce her expectations and unwanted behaviour, such as running up and down in the home, is unchallenged. This does not fully support the children to understand what is right and what is wrong.
- The childminder encourages children to use their imaginations during their play. For instance, children pretend to make cakes in the garden. The childminder encourages the children to think about what ingredients they need to make the cakes, such as eggs and butter. The children pretend to add the ingredients and add water to the sand. They scoop the sand into cupcake cases and carefully place a candle in the middle. The childminder pretends to eat the cake with the children. This supports the children's creativity in their play and to make believe by pretending.
- The support for children's communication and language skills is effective overall. The childminder speaks clearly, and shares plenty of meaningful interactions with children throughout the day. However, at times, she does not fully support the youngest children to express themselves appropriately through speech, and they become frustrated. The childminder meets their needs but does not always give them the language to communicate their likes and dislikes effectively. This does not fully support them to learn new words that they can use when communicating.

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:

- develop a more consistent approach to reinforcing rules and boundaries to ensure children understand what is expected of them
- strengthen knowledge of how to support the youngest children's emerging communication skills.

Setting details

Unique reference number	EY452669
Local authority	Surrey
Inspection number	10335212
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	4
Date of previous inspection	7 June 2018

Information about this early years setting

The childminder registered in 2012 and lives in Epsom, Surrey. She works Monday to Friday throughout the year, between 7.30am and 6.30pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelley Ellis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with 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 her curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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