

Childminder report

Inspection date: 21 February 2025

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 arrive and settle quickly with the caring childminder. The childminder works effectively with parents. For example, she gathers information about children's interests and development, when they start at the setting. This helps her to know the children very well. The childminder implements a routine that helps children understand what is going to happen next. This helps children feel safe and secure.

The childminder plans very good support for children's developing physical skills. For instance, children jump in puddles and climb the steps on the slide. They thoroughly enjoy playing football and using the push-along cars. This helps develop their large-muscle skills. Furthermore, children develop their fine motor skills as they use pipettes, funnels and tools in the water. These skills help prepare children for later learning.

The childminder is a good role model. Children are respectful and play collaboratively with one another. The childminder encourages children to use polite expressions, such as 'please' and 'thank you', as they share the role-play resources. Children demonstrate friendly behaviour. For instance, children fetch drinks for their friends when getting one for themselves. Children are respectful, and they play collaboratively with one another.

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

- The childminder plans a varied and ambitious curriculum. She works well alongside her assistants to create learning experiences for the children she cares for. The childminder communicates regularly with parents to keep her knowledge of individual children up to date. She uses this information to build on children's emerging interests. For example, she incorporates dinosaurs into activities after children visit a dinosaur museum with their parents. The childminder plans weekly topics that excite the children based on their recent experiences, such as dinosaurs. However, at times, the childminder does not precisely plan what it is she wants the children to learn from the activities she provides. This means children do not always get to build on what they already know, to extend their learning.
- The childminder supports children's communication and languages skills well. She weaves in reading and action songs in her daily routine. Children eagerly participate and learn new songs. They have fun in these sessions as they dance and sing into a pretend microphone. Furthermore, the children access a wealth of books, as they choose their favourite stories to read with their friends. As such, children demonstrate a keen interest in early literacy and are becoming confident communicators.

- The childminder supports children's independence well. She teaches children how to put on their boots and coats, including pulling up the zips. Children are given plenty of time and encouragement to do this themselves. Furthermore, children select their filling for their healthy wraps at lunchtime and successfully prepare their meals. This helps children develop and practise their own independence skills.
- Children play very well together. The childminder sensitively reminds children to take turns as they play. This helps children to know what is expected from them and supports their early friendships.
- The childminder regularly takes children out to meet other people and visit places of interest. For example, she takes children on walks around the local shops and parks and attends toddler groups. These help children widen their social and cultural awareness and learn about the community in which they live.
- Parents are extremely happy with the care their children receive. The childminder provides parents with regular updates of what children are learning. She works in partnership with parents to support children with their toilet training. This helps provide a consistent approach between the children's home and her setting. Parents say that they 'love' hearing the new songs their children have learned. Furthermore, they comment on the social skills that their children are gaining in the childminder's setting.
- The childminder attends a range of training. For example, she has developed her knowledge on how to further support children's communication and language. Furthermore, she ensures that any assistants that work with her also access training to support their knowledge. This helps all children make good progress from their starting points.

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 planning of activities to build on children's existing knowledge and skills.

Setting details

Unique reference number	EY456864
Local authority	Surrey
Inspection number	10372263
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	0 to 10
Total number of places	18
Number of children on roll	24
Date of previous inspection	9 April 2019

Information about this early years setting

The childminder registered in 2014 and lives in Worcester Park in Surrey. She works with assistants. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder offers government funded places for children aged between nine months and four years.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder showed the inspector around the premises and discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder and the assistants spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their written views of the childminder's 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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