

Childminder report

Inspection date: 31 October 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 are happy and busy at the childminder's home and quickly become familiar with the daily routines. The childminder builds lovely relationships and strong bonds with the children in her care. They are patient, responsive, caring and kind. Children's personal and emotional development is a priority within the curriculum. From the outset, the childminder develops strong partnership with parents. This helps her to gather information to plan for the children's needs and interests.

The childminder has a clear understanding of what she wants children to learn, and completes regular observations and progress checks. This helps her identify the next steps in children's learning. For instance, children are excited to explore and build with construction bricks. The childminder introduces simple mathematical language as she comments on how tall the tower is getting. The positive involvement from the childminder contributes to children being confident to play and explore.

The childminder has high expectations of children's behaviour. Children use good manners throughout the inspection, saying 'please' and 'thank you' without prompting. The childminder praises and encourages children. This helps to raise their confidence and self-esteem. Children are prepared well for the move to school or the next stage in their learning.

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

- The childminder promotes children's physical development. For example, babies that are confidently crawling are given many opportunities to pull themselves up to a standing position. This helps strengthen their core muscles in preparation for walking. Older children dance and move their bodies. This helps develop children's large muscle groups.
- The childminder has a good understanding of children's development and what they need to learn next. She accurately designs learning to provide children with a broad range of skills to prepare them for school. However, the curriculum intent for babies and younger children is occasionally less clear. This means that not all activities consistently target the next steps in their learning.
- The childminder supports children to develop their mathematical knowledge. For example, children engage in games where they match numbered frogs with the corresponding number. Furthermore, the childminder teaches children how to weigh items on a scale. This helps children learn new concepts.
- Overall, the childminder supports children to develop their speech. She makes good use of children's interests to help their early communication. The childminder purposely narrates their play to promote children's language growth. However, on occasions, there are a lot of distractions and background noise in

children's story time and planned singing sessions. This means children's communication and listening skills are not fully supported to help children make rapid progress in their speech.

- The childminder supports children's good health. She provides children with healthy and nutritious meals and snacks. Children develop their self-care skills. For instance, children wash their hands and wipe their own noses. The childminder ensures that children have regular drinks of water to keep them hydrated as they play. She talks to children about oral health and the importance of looking after their teeth. This contributes to children's ongoing health and well-being effectively.
- The childminder helps children to talk about their feelings, understand boundaries and share resources. Children listen respectfully to the childminder when they give them reminders on safe practices. Children's behaviour is good. They learn to appreciate the needs of the babies and show kind behaviour towards each other.
- Parent partnerships are good. The childminder works closely with parents. She keeps parents up to date by sharing information about the children's activities, what they are learning and their care routines. The childminder consults with parents when deciding what children need to learn next. This helps them continue their children's learning at home.
- The childminder regularly evaluates the setting to ensure that she is providing the best learning experiences for children. The childminder keeps up to date with current practices by accessing webinars. This furthers her knowledge of how children learn through play.

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 the curriculum intent for babies to ensure that activities are precisely planned for the learning needs of the youngest children
- strengthen interactions to build on children's communication skills effectively and fully support their understanding.

Setting details

Unique reference number	EY465688
Local authority	Surrey
Inspection number	10363793
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 4
Total number of places	12
Number of children on roll	11
Date of previous inspection	9 January 2019

Information about this early years setting

The childminder registered in 2013 and lives in Warlingham, Surrey. She operates from 7.30am to 6pm, Monday to Friday, for most of the year. The childminder provides funded care and early education for children aged from nine months to four years. The childminder works with a co-minder.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder took the inspector on a learning walk and discussed the curriculum.
- The childminder and co-minder spoke to the inspector at convenient times during the inspection.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector reviewed evidence of suitability checks on household members and co-minders.
- The childminder and the inspector evaluated an activity together and discussed the teaching and learning for children.
- The inspector viewed relevant documentation, including the safeguarding procedures.

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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