

Childminder report

Inspection date: 24 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 content at this passionate and caring childminder's home. They show that they feel comfortable and confident as they eagerly choose toys to play with alongside their friends. The childminder helps them to develop positive relationships and strong bonds. She knows the children very well. She plans stimulating and motivating activities that interest and engage them. For example, children delight in exploring an autumn-themed tray following a recent walk they went on with the childminder. The childminder skilfully engages them in conversations about the changing weather, extending their understanding about how rainbows are made. This successfully supports children's knowledge.

The childminder is a good role model. She regularly praises children and encourages them to be kind and caring towards each other. As such, children demonstrate good behaviour. Older children invite younger children to join in with their play, offering them toys and asking them what they want to do. This helps children to develop strong social skills. The childminder successfully supports children's developing language. She prioritises children's love of books, supporting their vocabulary skills well. Children eagerly snuggle on the sofa to listen to their favourite stories. They show avid attention as the childminder explains the words 'branches buckled' and delight in joining in with the words. All children make good progress.

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

- The childminder successfully prioritises supporting children's emotional well-being. She is immediately responsive to children, encouraging them to talk about how they feel and offering cuddles and comfort. This helps children to develop positive self-esteem and to feel safe and secure.
- Children benefit from a childminder who is calm and patient. As she plays alongside children, she is gentle and kind in her approach. Children respond by demonstrating positive attitudes to their friends. They describe their friends' choice of dressing-up outfits as 'beautiful', and children beam with smiles.
- The childminder plans outings to widen children's experiences. Children enjoy talking about visits to the local library and joining in with different groups, making new friends. This helps children to learn about the community and world around them.
- Children are provided with a range of healthy, home-made meals and snacks by the childminder. She encourages them to talk about keeping healthy. Children enjoy explaining how they brush their teeth to keep them clean. This promotes their understanding of health and hygiene effectively.
- The childminder encourages children to help set up for mealtimes. They quickly go to wash their hands, knowing the routines well. They help prepare fruits

safely, talking about how to cut them up so that they do not choke. However, at times, the childminder is too quick to do things for younger children that they could try themselves, to further support their developing independence.

- Children benefit from a well-planned environment to support their developing mathematical skills. For example, children show great interest in number activities that the childminder has set up to support their knowledge and understanding. She skilfully engages children in identifying numbers on a dice and they enjoy counting the dots with her. They use the term 'quarters' to describe shapes and amounts. This helps develop children's number knowledge effectively.
- The childminder follows children's lead when planning activities. For example, she builds on their interest in using tweezers to encourage their physical skills. Children persevere to use them to pick up lentils, sustaining very high levels of concentration and engagement. This helps children develop confidence and resilience.
- Children benefit from the strong links the childminder has developed with local schools to support their transitions. Children visit them regularly. The childminder liaises effectively with local settings to support children well to get ready to go to school. For example, she helps older children to recognise letters of their name in preparation. Consequently, children are well prepared for their next learning stage and settle very well.
- Partnerships with parents are very strong. The childminder shares with them regular updates about their children's progress and what they are learning next. Parents appreciate the warm, nurturing and energetic approach the childminder demonstrates towards their children. They value the support they receive as parents. They report that their children are very happy.

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 support for younger children to attempt things for themselves and build on their developing independence skills.

Setting details

Unique reference number	EY475691
Local authority	Surrey
Inspection number	10363795
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 January 2019

Information about this early years setting

The childminder registered in 2014 and lives in Merstham, Surrey. She operates Monday, Tuesday and Thursday from 8am to 6pm, and Wednesday from 12.30pm to 5.30pm, all year round. The childminder receives funding for the provision of free education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector.

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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