

Childminder report

Inspection date: 19 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder knows the children well and has formed good bonds with them. Children are very happy and settle quickly, they enjoy cuddles with the childminder and are content. The childminder has high expectations for children's behaviour. She encourages children to be nice to their friends by reminding them to use 'kind hands' and be gentle. The childminder is a positive role model and helps children learn to share and take turns. As a result, children are learning to communicate effectively with their peers and develop empathy.

Children enjoy engaging in role play with the childminder, who encourages them to creatively use their imagination during games. For example, children spend time filling a jug with layers of different coloured play dough to make a 'milkshake'. They pretend to pour the mixture into cups to serve their friends. This helps children to develop their social and communication skills.

The childminder promotes a love of books and reads to children frequently. She encourages children's interest as she reads enthusiastically, using different voices to bring the story alive for them. Children choose their favourite books, turn the pages and join in with familiar words and phrases. This helps children develop a love of reading and supports early literacy skills.

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

- The childminder supports children to develop their physical skills. She provides a range of resources such as bikes and climbing apparatus to help children develop their balance and coordination. The childminder helps children develop their fine motor skills by providing activities, such as play dough, to strengthen their hand muscles in preparation for early writing. As a result, children are gaining good gross and fine motor skills.
- To learn about the world around them, the childminder provides children with experiences outside the setting. For example, children like going for walks and relish watching squirrels at the park. They enjoy visiting the garden centre to plant flowers and participate in fruit picking. This enables children to learn about nature and the natural world.
- Children enjoy dancing with the childminder, they request their favourite songs and move enthusiastically to the music. The children follow instructions to hop, jump and freeze. They listen well and enjoy the activity. This helps children develop their concentration skills and master physical actions.
- The childminder generally supports children's mathematical development well. For instance, she counts objects with children and talks about numbers. However, she does not focus the curriculum strongly enough on early numbers and number recognition during child-led play. As a result, children do not

consistently have opportunities to embed their learning about early numbers.

- Children have many opportunities to develop their social skills. For example, the childminder takes them to groups and soft-play settings to meet other children. This helps children learn to interact with their peers and make friendships.
- Mealtimes are a sociable occasion and the childminder closely monitors the children while they eat to ensure they are safe. She gathers information from parents prior to starting to ensure children eat the correct food and their dietary requirements are met.
- The childminder focuses on developing children's independence and self-care skills. For example, she teaches children how to use the toilet, wipe their nose and put on their coat in preparation for starting school. The childminder shows children how to wash their hands and uses resources to teach children how to brush their teeth. This helps children learn to follow good health and hygiene routines.
- The childminder evaluates her practice and completes training for her professional development. This includes developing her knowledge and understanding of supporting children's speech and language skills. For example, she successfully uses strategies such as repeating key words and introducing new words to help children develop their speech and increase their vocabulary.
- Parents are happy with the care the childminder provides. She communicates well with parents and shares information on children's progress and their next steps in learning. However, the childminder does not yet liaise with other providers children also attend to share information and support transitions. This does not fully support children to experience a continuity with their learning and care needs.
- The childminder provides parents with information to support their children's learning and development. This includes information on internet safety and strategies to use when sharing books and reading with children. This helps to support home learning.

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 opportunities for children to develop their mathematical skills, particularly counting and number recognition
- liaise with other settings children attend to fully support a continuity of learning and care needs.

Setting details

Unique reference number	EY482372
Local authority	Surrey
Inspection number	10376029
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	8
Date of previous inspection	14 May 2019

Information about this early years setting

The childminder registered in 2015 and lives in Banstead, Surrey. She provides care Tuesday to Friday, 8am until 6pm, all year round. The childminder accepts early years funding for eligible children.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the 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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