

Childminder report

Inspection date: 22 January 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 enjoy being in the care of the childminder and making friends with the other children. They respond effectively when the childminder asks them for their views, such as what they would like to do next. This helps children to learn about making choices and sharing their opinions. Children show great bonds with the childminder. For example, if children accidentally take a tumble, they look to the childminder for reassurance, showing that they know she will respond, which she does willingly. This supports children to feel safe and secure and build resilience.

Children learn about sharing and taking turns. The childminder gives children simple explanations to aid their understanding. This helps children to learn about the needs of others as well as themselves. Children help each other, such as by finding the outdoor clothes for their friends and when playing on the ride-on toys. For example, one child helped to push another child in the car, who stated that they were 'driving the car'. The childminder has a secure knowledge of the effective planning of activities and experiences. She understands how to include and engage all children of differing ages in their learning. This enables all children to receive developmental challenge to help learn, practise and embed new skills.

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

- The childminder sets out the home environment to allow children to make independent choices about where they would like to play. She plans the areas to engage children in learning experiences that she also bases on what she knows will interest the children and build on what they need to learn next.
- The childminder knows the children in her care well. She understands their stages of development and how best she can help them to progress. She provides support to parents to guide them on how they can extend children's learning at home. For example, she recently explained about letter sounds and how these are the building blocks to reading and spelling words. This enabled them to be consistent in the approach to learning at both the setting and at home.
- Children show a keen interest in books and reading. They listen intently as the childminder reads their favourite stories and become immersed in exploring what happens next. The childminder captivates children of all ages, such as when she encourages them to 'roar' like the dragon or help to turn the pages.
- Children learn about celebrations from around the world. However, the childminder does not always consider how she can incorporate the heritages and cultures of the children attending. This does not enhance their sense of belonging and awareness of similarities and differences even further.
- Children gain good independence skills in readiness for their next stage in life, such as moving on to school. They understand the routines of the day and

actively help to tidy away toys ready for snack time. The childminder tasks children with finding the correct number of bowls for snack, helping to enhance their counting skills.

- The childminder engages children in conversations about their play and what they are doing. She asks questions to extend their thinking. However, sometimes, she does not allow children the time they need to gather their thoughts and respond to her questions. This does not fully extend their speaking skills to allow children to learn more about the flow of a conversation.
- The childminder makes effective use of training opportunities to further enhance her knowledge and service she provides for children and families. She brings in aspects from courses and webinars she attends, such as on role play, to build on children's engagement. This supports children to develop skills to plan and create 'shows' for others to watch and enjoy.
- The childminder understands how to use her observation and assessment system to identify any emerging gaps in learning. This enables her to highlight concerns to parents and seek further support from other professionals if needed. This supports her to promptly reduce any gaps in learning and helps children to make good developmental progress.
- The childminder develops effective relationships with parents to enhance children's play and learning experiences. They comment on how their children's 'communication, ability to negotiate relationships and resilience have all grown' under the childminder's care. They report how the childminder 'is so warm and nurturing and provides a 'home-from-home' setting'.

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:

- embrace children's cultures and heritages further to enhance their awareness of similarities and differences
- offer children the time they need to gather their thoughts and respond to questions to strengthen their language skills.

Setting details

Unique reference number	EY498168
Local authority	Surrey
Inspection number	10317250
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	4
Date of previous inspection	10 May 2018

Information about this early years setting

The childminder registered in 2016 and lives in Redhill, Surrey. She operates all year round, from 7.30am to 5.45pm, from Monday to Thursday. The childminder has a relevant childcare qualification. She receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this on children's learning.

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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