

Childminder report

Inspection date: 23 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder has developed an ambitious curriculum that prepares children for their next stages of learning. She provides an inviting environment in which children can access resources for themselves and use them in imaginative ways. The nurturing childminder builds strong relationships with children, who eagerly seek cuddles and support from her.

The childminder supports children to develop their communication, creativity and physical skills well. They quickly become involved playing on a wooden bridge, which they then turn upside down to make a 'rocking' toy. Children use their imaginations as they use painted wooden sticks as animals and musical instruments. Children are content to explore the resources in their own way, and the childminder talks to them about what they are doing. The childminder increases their vocabulary as she talks about giraffes and leopards with their spots, sharing which animals have stripes.

Children enjoy exploring and clicking together magnetic shapes. The childminder talks about the colours and shapes they have and what they have made them into, such as a tower and a vehicle. The childminder encourages children to explore and discover the local community. For example, she takes the children out on walks or attends forest school sessions with them. She encourages children to develop their physical skills and shares with them how they can negotiate the outdoor environment and start to assess risks for themselves. Children behave well and generally share and take turns well. They make good progress from their starting points.

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

- The childminder plans a varied curriculum. The curriculum is implemented flexibly to meet the needs of the children. The childminder uses her observations of children to identify their next steps for learning. The childminder skilfully supports their progress during the planned activities and spontaneous interactions. All children make good progress in their learning.
- The childminder knows children well and plans learning for them that is based on their interests and next steps. She places a strong emphasis on children's personal, social and emotional development. The childminder identifies emerging gaps in learning and shares this information with parents and other professionals. However, currently, the childminder has yet to identify the best teaching strategies to help her to support children's unique and emerging needs effectively. For example, she has identified that some children may require a different teaching approach to help them engage and interact with others.
- The childminder is good at supporting children's language and communication

development. The children enjoy participating in stories and songs, and they eagerly share books with the childminder for her to read to them. For example, children enjoy feeling different textures in a book and search for animals on the page when asked. The childminder gently corrects a child when she asks if he can see the mouse and they point to their mouth. The childminder talks to children as they play and encourages them to repeat words as she asks about their play.

- The childminder introduces physical skills and mathematical concepts into children's play. For example, the childminder encourages children to move over the wooden shape and rock backwards and forward. The children pick up wooden shapes, and the childminder discusses whether they are 'bigger' or 'smaller' than each other and if there are more shapes in the basket or on the floor.
- Partnership with parents is good. The childminder shares information with parents verbally each day, as well as in writing and online. Parents are extremely complimentary about how the childminder has supported their children and cared for them. They also appreciate the healthy lifestyle she encourages.
- The childminder attends various groups to ensure that children can socialise with other adults and children. She meets with other childminders, and they share good practice. The childminder regularly reflects on her setting to identify any improvements. For example, after reflecting on the resources she provides, she purchased a range of resources made with natural materials that children now use in a variety of imaginative ways.

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:

- target professional development even more precisely to focus on extending knowledge relevant to children's unique and emerging needs.

Setting details

Unique reference number	EY420217
Local authority	Surrey
Inspection number	10308328
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in West Ewell, in Epsom, Surrey. She operates Monday to Friday, from 7.30am to 6.30pm, for most of the year. She holds a recognised childcare qualification at degree level.

Information about this inspection

Inspector

Anne Nicholson

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 showed the inspector the premises and discussed how they ensure it is 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.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' written feedback during the inspection.

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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