

Childminder report

Inspection date: 30 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

The childminder works alongside a co-childminder who is her mother and an assistant who is her father. Children thrive in this family environment. They arrive eager to learn and confidently access the resources that are available. Children demonstrate a secure sense of belonging. The childminder supports children who are unsettled and provides them with comfort and reassurance to help them feel at ease. The childminder consistency follows parents' requests to help their children settle in. For example, children are reminded about comfort items their parents have provided, if they become upset.

Children have access to the childminder's garden and private woodland area. The outdoor environment supports the curriculum well and available resources promote children's focus and learning. For example, the childminder has set up a wildlife camera to capture animals that roam in the woodland. The childminder displays these images on a slide show, and children enthusiastically watch. Children practise their physical skills. They transport water and other items to and from trays, as well as climbing up the steps on the slide and using their bodies to move large spinning chairs.

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

- The childminder provides her colleagues with regular supervision sessions. They carry out observations on each other and provide feedback on how they can adapt their practice. The childminder has regular meetings with her colleagues where they share ideas and discuss the progress that children make.
- The childminder takes time to get to know the children and their families before their start date. For example, she visits children at home before they start. The childminder ensures that she has all the information she needs to aid a smooth transition. Children attend settling-in sessions before they start. Children settle quickly, and the childminder knows them very well.
- The childminder knows what she wants the children to learn. She places high priority on supporting children's language development and encourages them to learn new words. For example, she provides children with a lot of language and commentary throughout their play. Children have a love of books, and the childminder ensures that there are books available to support children's interests.
- The childminder has excellent partnerships with parents. She shares information with parents daily and provides them with things they can try at home. This helps parents support their children's learning at home. Parents feed back that the childminder and her colleagues are 'nurturing and dedicated' and are extremely happy with the care their children receive.
- The childminder plans activities that follow the children's interests. For example,

children are learning about different species of birds. The childminder provides clipboards with pictures of different birds. Children identify the birds and match them to their picture. The childminder encourages children to remember and recall the different names of birds.

- The childminder encourages children to be independent. She supports them to put their own coats and shoes on. Outside, children engage in a variety of activities. Children use spoons to fill buckets with sand, and they concentrate as they try to work out why some spoons work better than others. However, the childminder's practice does not always allow children's learning to be extended. For example, she sometimes provides suggestions of how to do things before children have had time to work things out for themselves. In addition, she sometimes asks questions with limited challenge to children's thinking.
- Children's behaviour is supported consistently. The childminder reminds children of the rules and boundaries. For example, they learn they must wash their hands before and after eating and are not allowed to touch the pond area in the garden without adults being present.
- The childminder inspires children to get involved in different projects, and children are keen to show others. For example, they have created a small pond area for the frogs that they have found hibernating in the garden. Children explain how they have learned to put a large stone in the pond to help stop the water from freezing over. The childminder supports children to identify risks and manage activities safely.

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 practice to give children enough time to think through their ideas and respond to questions to more fully promote their ability to solve problems.

Setting details

Unique reference number	EY499811
Local authority	Surrey
Inspection number	10312289
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 5
Total number of places	9
Number of children on roll	6
Date of previous inspection	25 April 2018

Information about this early years setting

The childminder registered in 2016. She lives in Godstone, Surrey. The childminder operates for most of the year, from 8.30am to 5.30pm, Monday to Friday. The childminder holds a relevant childcare qualification at level 3. She works with a co-childminder and an assistant. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Pippa Clark

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 childminder and has taken that into account in their evaluation.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had 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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