

Childminder report

Inspection date: 5 February 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 come into the childminder's home happily and separate with ease from their parents. The childminder welcomes children warmly and children show strong bonds with her. For instance, babies approach her for cuddles when they need reassurance or are feeling tired. The childminder willingly responds and recognises their individual needs. Children receive gentle reminders to support their understanding of appropriate behaviours. For example, the childminder talks to children about being gentle with the toys. She then redirects their attention to other activities to engage in a different learning experience. Children show kindness and empathy for others. For example, they welcome younger ones into their play and praise them for their efforts, saying 'good boy'. This is something that they learn from the childminder, who acts as a positive role model, offering praise and encouragement, helping children to succeed.

Children reflect with the childminder on what has been the best thing from their day. Children learn to ask this of others and show an interest in their lives. This helps children to learn about the needs of others. Children practise their new-found skills, such as walking. The childminder's environment allows for them to walk around the low-level furniture with ease and to choose where they want to play. This helps children to develop good large-muscle control and build core muscles. The childminder sets out the home to allow children to make independent choices about where they would like to play. She focuses on enabling child to learn to play and engage with each other, building good friendships. The childminder weaves children's next steps into their play, following their interests.

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

- The childminder has an effective settling-in process for children where parents stay and play as well to build strong relationships and to enable them to feel reassured. She also uses these times to help children to begin building strong bonds with her. She gathers information from parents to help her to get to know children's home routines, which she follows. This helps to provide a consistent approach to children's care and learning.
- The childminder gathers information about children's home lives and those people important to them. This enables her to respond effectively when children talk about family members and their experiences. For example, they talk about the ballet lesson at the weekend and their friends that attend with them.
- The childminder uses her observation and assessment system to identify any emerging gaps in learning. She communicates children's progress to parents and understands how to seek further support from other professionals if needed. This supports her to promptly reduce any gaps in learning, for children to make good developmental progress.

- The childminder plans a wide variety of activities and experiences for children. She includes and engages children of differing ages, enabling them to feel part of the group and to learn from others. This helps children to receive challenge in their play and to learn, practise and embed new skills.
- Children learn about mathematical concepts through their play. For example, the childminder talked to children about the doll's clothing being too small, showing them that the top would not fit over the doll's head. She then encouraged them to find a larger garment, enabling them to succeed. Children also counted the number of scoops of ice cream and the childminder correlated this to the numbers of fingers on their hands.
- The childminder effectively supports children's communication and language development. However, she occasionally asks children several questions in a row, without giving time for children to respond. This does not further enhance their speaking skills.
- Children show great dexterity and fine motor skills. For example, they build impressive towers from bricks and show delight when their tower gets to be tall. They smile, saying 'wobble wobble' as it begins to topple over and laugh as it falls. Children then begin to rebuild their towers, showing good levels of perseverance.
- The childminder adopts effective relationships with parents from the outset to enable them to feel confident in placing their children in her care. They comment that their child has 'flourished during their time with her'. They report that the childminder is 'kind, patient and has provided a wonderful, safe and nurturing environment'.

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:

- provide children with the time they need to gather their thoughts and respond to questions asked of them, to enhance language skills.

Setting details

Unique reference number	EY413136
Local authority	Surrey
Inspection number	10317327
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	0 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2010 and lives in West Ewell, Epsom. She operates her setting Monday to Thursday between 7.30am and 5.30pm. The childminder has a childcare qualification at level 3. She receives funding to provide free early education for children aged two, 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 childminder and has taken that into account in their evaluation of the childminder.
- 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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