

Childminder report

Inspection date: 6 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 form loving relationships with the childminder. She is very nurturing towards children in her care. Her calm and caring nature enables children to feel secure, emotionally supported and confident to express their needs. Children settle very quickly in the warm and welcoming environment. They access the toys and resources with ease and move independently around the setting, excitedly exploring their environment.

Children benefit from outings in the local community. The childminder plans activities outside the home to give children new social experiences. She focuses her curriculum on developing children's personal, social, and communication and language skills. Children regularly attend playgroup, forest school and music groups and go on trips to the park to support them in their interactions with others.

Children enjoy their play and learning. They cooperate and play together happily with each other and the childminder. This was seen during the inspection when children used tweezers to make plates of noodles, rice and corn. They played imaginatively with the role-play resources, linking their learning to the Chinese New Year festival. Children enthusiastically explored creating dragons with stickers, helping them to develop fine motor skills and recognise colours. These activities promote children's physical skills, such as hand-eye coordination.

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

- The childminder has a clear understanding of what she wants children to learn. When children start at the setting, she finds out what they know and can do through observations and discussions with parents. She gets to know children well and continually observes and assesses their development. The childminder uses this information effectively to plan activities to support children's next steps in learning. Children in her care make good developmental progress.
- The childminder forms warm and respectful relationships with children. She is a good role model and has consistent expectations and routines, with lots of positive praise and encouragement. This helps children to understand what is expected of them. She asks children what they would like to do and says 'excuse me' when she needs to pass them. Children have excellent manners, asking politely to get down from the table and saying 'thank you'.
- Children learn to carry out tasks for themselves, such as putting on their coat and shoes, which helps to encourage their independence. They understand the routines and expectations, including those that promote their safety. For example, children know they must sit down to eat and drink. They follow good hygiene routines, such as washing their hands at appropriate times. Oral hygiene is supported well, with children brushing their teeth after mealtimes.

- The childminder focuses on children's communication and language development. She reads stories with lots of enthusiasm. The childminder asks the children questions about the story they are listening to. However, when she talks about the story, she does not ask questions or give children sufficient time to share their ideas. This hinders how children expand their curiosity and are supported to extend their learning further.
- There are strong partnerships with parents. The childminder and parents benefit from ongoing communication to support children's care and learning needs effectively. Parents speak highly about the childminder's care of their children. They state that they feel 'very comfortable' about leaving their children with the childminder. Parents comment on the progress children have made in her care, such as in their language and social skills.
- The childminder is keen to continue to develop her provision. She thinks about what she provides for children and how she could develop it further, such as physical activities in the garden with climbing equipment and bikes. The childminder undertakes training to maintain and build her knowledge, including safeguarding and first-aid training to help keep the children safe. She has links with other local childminders to gain new ideas, joining together with them for activities and support.

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:

- improve teaching further to make better use of opportunities during the routine for children to think in detail and respond to questions.

Setting details

Unique reference number	EY427136
Local authority	Surrey
Inspection number	10308341
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in Woking, Surrey. She works all year round, Monday to Thursday, from 8am to 5.30pm. The childminder receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Amanda Harrison

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 setting.
- The inspector observed the implementation of the curriculum during activities indoors, and assessed the impact this has on children's learning.
- The childminder explained the opportunities that she provides for children to learn outdoors and the impact on children's learning and development.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the written views of parents.

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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