

# Childminder report

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Inspection date: 6 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 and her assistant provide a warm, welcoming home-from-home environment for children. Children settle quickly and form strong, trusting bonds with adults and their friends. They are happy, helped to feel safe and secure, and supported to flourish at this setting. The childminder knows children well and plans precisely for their learning and development. Children access a broad and ambitious curriculum, with activities and experiences planned that are based on their interests and abilities. In addition, the childminder and her assistant are highly effective at engaging with children as they learn and explore. They act as wonderful role models and teach children to use their manners and develop a positive sense of identity, self-esteem and confidence.

The childminder wants all children to achieve their potential. Her strong focus on supporting children's communication and language skills is highly effective. Children are taught to develop a love for stories, songs and rhymes. The childminder understands the importance of this in helping to increase their understanding and range of vocabulary. She carefully explains the meanings of new words. For example, when children are joining in with the planet song, the childminder takes time to tell them that 'rotate' means 'turning around'. As well as supporting to build their listening and attention skills, this helps children to develop a positive attitude to learning.

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

- The childminder has a secure understanding of how to support children's learning and development. She monitors children's progress closely and carefully plans for their next stage of learning. Children are provided with a diverse range of experiences to build on what they already know and can do. For example, children are provided with cooked noodles to explore and celebrate Chinese New Year. Younger children are encouraged to investigate the texture of the noodles, while older children are supported to try and use chopsticks to further develop muscle control in their fingers and hands. The childminder further extends children's learning by introducing food colouring. She uses this to check children's prior learning and asks them to predict what colour they will make by mixing colours together. The childminder and her assistant ensure that children are consistently provided with meaningful learning experiences.
- The childminder broadens children's experiences with regular trips into the local community. This helps them understand their local surroundings, and learn about the diverse world we live in. Children are taught to recognise and celebrate the similarities and differences between themselves and others. They develop a positive self-image and deep sense of belonging at this setting, where the childminder treats them like part of her family.

- Children learn to understand the importance of good oral hygiene and making healthy choices. The childminder encourages children to be active, to drink regularly and they spend time outdoors every day.
- In general, children behave well for their age. They listen carefully and follow the clear instructions from the childminder. For instance, children know that they need to help tidy away toys and resources regularly before moving on to the next activity. In addition, they display wonderful manners, talking politely to one another saying 'excuse me, please' and 'no, thank you'. However, when minor disputes occur, these are not always managed consistently by the childminder and her assistant. This does not fully support children to understand how their actions impact on others.
- The childminder works with parents to support children's learning. Parents appreciate the wide variety of educational experiences that the childminder provides for their children. Parents are able to share examples of how the childminder has helped their children reach developmental milestones, such as growing social and communication skills. Parents feel that their children are safe and well cared for.
- The childminder is skilled in identifying children who may require additional support with their learning and works with parents to help them understand this. She has systems in place for completing the progress checks for children between the ages of two and three years. Although no children attend that are currently in receipt of additional funding, the childminder has experience of working with a wide range of multi-agency partners to provide children and families early help and support.
- The childminder is committed to continuing her own professional development, along with that of her assistant. She seeks out training opportunities to build further on her ability to help children learn and make progress.

## 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 more consistent support for children to develop their understanding of the expectations for their behaviour and the impact that their actions can have on others.

## Setting details

<b>Unique reference number</b>	EY350200
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10312227
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	24 April 2018

## Information about this early years setting

The childminder registered in April 2007. She lives in Woking, Surrey. She operates all year round from 8am to 5pm Monday to Friday. The childminder holds a level 3 childcare qualification, and employs an assistant. The childminder offers funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Leanne Merritt

### 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language skills.
- The inspector observed the interactions between the childminder, her assistant and children.
- The inspector looked at relevant documentation and reviewed suitability of staff working with the childminder.

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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