

Childminder report

Inspection date: 20 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 settle quickly into the childminder's care and feel safe and secure. She gathers lots of information to support children to quickly build a sense of belonging. Children behave well through the consistent role modelling of the childminder. She uses impeccable manners, which children are starting to use in their everyday learning, and this helps to support their future development and social skills. The childminder has a lovely, calm disposition, which helps children to feel valued and respected for their own individual characters. Children receive constant praise, which helps to raise confidence in their own abilities.

The childminder plans for children's learning to keep them engaged and motivated. For instance, children enjoy being creative and building on their imaginative skills as they play in the castle made from a large box. The childminder knows how to extend children's engagement as she helps them to find resources to create a drawbridge with string and tape. As such, children are able to use their problem-solving skills as they concentrate and practise new skills. Children have many opportunities for outdoor play, such as regular trips to parks and music time. This helps children to learn about the wider world around them and working well with others. The childminder helps children to learn about healthy eating and making good choices, through opportunities for growing vegetables and cooking.

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

- The childminder has worked well towards the recommendations set at the last inspection. For example, children are developing an early awareness of managing simple risks as they run, balance and negotiate spaces in the garden and other outdoor adventures. The childminder now prioritises children's learning through the targeted next steps she plans, to help them to reach their fullest potential.
- The childminder uses self-evaluation well to raise the quality of all areas of her setting and plans well for her professional development. For instance, she attends training that helps to continuously strengthen her teaching practice and how she can support children. A recent course has helped to increase the childminder's knowledge in supporting children's communication and language development.
- Older children are very independent in their own self-care skills, such as dressing themselves for outdoors play and washing their hands. However, occasionally, the childminder is too quick to do things for younger children. This does not consistently support them to have opportunities to try to do things for themselves and build on their own increasing abilities.
- All children are making good progress, including children with special educational needs and/or disabilities. The childminder carefully observes their learning to

quickly identify any potential gaps to ensure that children receive additional help if required. The childminder has established good links with other settings that children attend. She recognises the importance of sharing information to provide children with a joined-up approach towards their future progress.

- The childminder has strong partnerships with parents, and this remains a priority to support the children in her setting. The childminder involves parents in the progress their children make to celebrate their successes and achievements. Parents speak very highly of the childminder and comment on how reliable and professional she is. They value and respect the amount of time she dedicates to forming good relationships with other childminders in the area to share practice.
- Older children are starting to use early mathematics in their play. They use their critical thinking skills and are starting to recognise larger and smaller groups of items. Younger children demonstrate a growing confidence to investigate their surroundings. For instance, they play with different coloured blocks with the childminder. However, the provision for younger children's overall development does not consistently include opportunities in their everyday learning to develop all their sensory skills, such as to explore with a variety of different textures and materials.
- The childminder supports children's communication and language skills, including those who speak English as an additional language. Older children happily express themselves and know that their own views are valued. For instance, during story time they point out characters they remember. Younger children happily babble and are given time to increase and use their range of vocabulary under the gentle encouragement of the childminder.

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:

- support younger children to build more independence in their own self-care skills
- enhance opportunities for younger children to explore in their sensory play and learning.

Setting details

Unique reference number	EY442320
Local authority	Surrey
Inspection number	10317266
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	5
Number of children on roll	5
Date of previous inspection	14 May 2018

Information about this early years setting

The childminder registered in 2012 and lives in Mytchett, Surrey. She operates Tuesday and Wednesday from 8am to 5pm and Thursday and Friday from 8am to 3pm, term time only.

Information about this inspection

Inspector

Gwendolyn Andrews

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 her evaluation of the childminder.
- The childminder talked to the inspector about her early years curriculum and what she wants her children to learn. The inspector took the written comments from parents into consideration as part of the inspection.
- The inspector observed the interaction of the childminder and the children, and the impact the teaching has on their learning and development. This included in the indoor and the outdoor environment.
- The childminder, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and how the childminder evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including suitability checks.

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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