

Childminder report

Inspection date: 22 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 are happy, settled and show high levels of emotional well-being. They confidently explore their surroundings and squeal and giggle with excitement during their play. Children have formed strong relationships with the kind and caring childminder, who is aware of their individual needs and characteristics. Parents comment how much their children enjoy the time they spend with the childminder. They report that the children excitedly rush into the childminder's home at the beginning of the day and are always happy to see her.

Children demonstrate a positive attitude to learning. The experienced childminder provides a wide range of resources to support their learning across all areas of the curriculum. Children make good progress and successfully develop the skills they need for their next stages in learning, including good-speaking skills. They eagerly engage in conversations with the childminder, who listens with interest and values what they have to say. She is passionate about promoting children's communication and language development and acknowledges the importance of this in supporting their overall learning and development. Books, stories, songs, and rhymes are an integral part of everyday experiences. Children scream in delight as they snuggle up to the childminder and listen to familiar stories, sing their favourite songs, and follow the actions to these.

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

- Children behave well and benefit from the childminder's high expectations of what they can achieve. They respond positively to the interactions from the childminder, and are polite, happy to share, take turns and play harmoniously alongside others.
- The childminder knows the children in her care well, including their likes and dislikes. She uses this information to help children to try out new things, such as playing with foam. The childminder recognises when they are reluctant to get messy and reassures them that it is okay to be sticky and praises them for having a go. These positive interactions encourage children to take risks, engage in new experiences and learn by trial and error.
- The childminder places a strong focus on supporting children's mathematical skills. Throughout the day she uses children's interest to encourage them to count and use numbers during their everyday play. For instance, children collect signs the childminder has created and show these to the childminder. She asks them to count how many they have collected. Children confidently count to six.
- Partnerships with parents and other settings that children attend are good. The childminder communicates effectively with them to ensure they are fully aware of the progress the children make. Parents comment that the children enjoy the fabulous and varied activities offered and appreciate the good feedback the

childminder provides.

- The childminder uses assessments well to identify children's progress in learning and development. However, when planning some activities, she does not fully consider how to adapt these to precisely build on what children need to learn next.
- The childminder promotes children's overall health and wellbeing effectively. Children have lots of opportunities to be physically active in the childminder's large garden and are encouraged to make healthy food choices. Children of all ages follow robust hygiene practises and learn the importance of oral health through stories and discussions.
- Outdoor play and outdoor experiences feature highly on the daily plans. Children benefit from many opportunities to access activities within their local community and beyond. For example, the childminder regularly takes them to the local community centre, and they frequently visit horticultural gardens to find 'dinosaurs'.
- The childminder is committed to her ongoing professional development. She has completed all mandatory training to ensure she has a good knowledge and understanding of how to promote children's safety and welfare. Additionally, she completes regular online training and works collaboratively with other childminders to engage in discussions about the sector. This helps the childminder to keep up to date with any changes in legislation and reflect on her developing knowledge and skills.

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:

- refine the planning of activities so that they are more precisely tailored to support individual children's learning.

Setting details

Unique reference number	EY304222
Local authority	Surrey
Inspection number	10317326
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2005. She lives in West Clandon, in Guildford, Surrey. She operates Monday to Thursday from 8am to 4.30pm, all year round. The childminder offers places for children in receipt of two-,three-,and four-year-old funding, however, no children were present in receipt of funding at the time of inspection. She has a relevant early years qualification at level 3.

Information about this inspection

Inspector
Ingrid Howell

Inspection activities

- This was the first routine inspection the childminder has 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 inspector carried out a learning walk to discuss the childminder's curriculum.
- The inspector had a tour of the areas of the home used for the childminding provision.
- The inspector took account of the views of parents through written feedback provided.
- The inspector observed the interaction between the childminder and children and assessed the impact of teaching on their learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.

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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