

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 develop strong bonds with the childminder and her co-childminder. They are equally at ease with either childminder. Both childminders have a very warm and caring approach, which helps children to feel safe and secure. Children develop their skills for the future well, such as independence. Children find and put on their coats and shoes, for example. They receive regular praise and encouragement. This helps them to develop their confidence well. Children are gently guided in their behaviour. They gain a good understanding of the expectations, including how to stay safe. The childminder encourages children to be responsible, such as by helping to tidy up.

Children benefit from a varied range of activities and outings. They engage in their play and learning very well. Overall, the childminder promotes and supports children's learning effectively. She provides particularly good teaching in relation to children's developing language skills. She introduces a wide range of vocabulary and explains the meaning of words. This was seen during the inspection when the childminder explained the word 'spiral' when drawing and discussing shapes with children. The childminder has a very secure understanding of all the children's individual learning needs. She uses assessment effectively. This helps her to promptly identify any potential gaps in children's development. The childminder quickly takes action to ensure children receive the support they need to close any emerging gaps.

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

- The childminder works very effectively with her co-childminder. This leads to a seamless approach with consistent procedures as well as expectations for children's care and learning. Children thoroughly enjoy their time with the childminders. They are settled, secure and happy in their care.
- The childminder forms strong partnerships with parents and the other settings that children attend. This helps to promote effective continuity in meeting children's needs. Parents' feedback about the childminder is highly complimentary. They comment that their children are cared for in a 'safe and nurturing environment' and that they are kept well informed about their child's day and progress.
- Overall, children take part in effective and well-considered activities that support their learning securely. The childminder knows the children very well and how to support their care and learning needs. She regularly reviews children's progress. When appropriate, the childminder ensures parents understand where to seek further guidance, should gaps in their children's development be identified.
- The childminder reflects on her service and identifies future improvements, such as extending the range of outdoor resources. On occasions, she does not fully

consider the organisation of the learning environment to support children's learning even more effectively. For example, a painting activity was set up on a small table, which did not give children much room to explore the resources.

- Children make decisions about their play and learning. They choose from toys that are freely available, and the childminder offers them choices about activities. The childminder mainly provides effective and consistent interactions with children to support their learning well. She gives children time to think and respond to questions. At times, she offers her own ideas to children. This sometimes does not enable children to fully consider their own ideas.
- The childminder extends children's language skills effectively through a variety of activities, including reading and discussing books. This helps her to extend children's knowledge and understanding. During the inspection, the childminder explored children's feelings when reading a book, such as feeling sad or shy. This helped children to recognise and understand different emotions.
- Children gain effective skills for the future. They learn to manage tasks by themselves. For instance, babies learn to feed themselves with a spoon and older children know when and how to wash their hands. The childminder promotes children's confidence to express themselves and their needs. For example, older children gain the confidence to ask to use the toilet.
- The childminder organises regular outings for children to support their learning. These include visits to toddler groups, which help to build children's social skills and confidence. The childminder takes children to outdoor spaces and to different parks. This helps children to learn about the world they live in, along with providing different opportunities to develop their physical 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:

- enhance the learning environment further to support children's play and development even more effectively
- build on the exploration of children's own ideas to enable them to use these in their play and learning.

Setting details

Unique reference number	EY357105
Local authority	Surrey
Inspection number	10327725
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 March 2020

Information about this early years setting

The childminder registered in 2007. She lives in Woking, Surrey. She provides childminding all day for most of the year. At the time of the inspection, the childminder was receiving funding to provide free early years education to children aged three years, and she was working with a co-childminder at her home. The childminder has a level 3 early years childminding qualification.

Information about this inspection

Inspector
Sheena Bankier

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder discussed the aims and rationale for their early years foundation stage curriculum with the inspector.
- The inspector observed children's activities, daily routines and their interactions with the childminder and assessed the impact on their learning and development.
- Parents and some older children provided written feedback about the childminder's service, and the inspector took account of their views.
- The inspector interacted and chatted to the children during the inspection.
- At appropriate times during the inspection, the childminder and inspector held some discussions.
- The inspector reviewed a sample of documentation provided by the childminder.
- The childminder's inspection took place at the same time as her co-childminder's inspection.

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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