

# Childminder report

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Inspection date: 27 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

Children have a lovely experience with this kind and attentive childminder. They settle quickly and happily explore the homely environment with ease and confidence. For instance, babies happily crawl around to find technological toys that interest them. They become engrossed in pressing buttons to hear noises and to see flashing lights. The childminder places a strong emphasis on helping children to build secure relationships in the setting. Babies demonstrate the warm and affectionate bonds that they have with her. For example, they seek the childminder out for reassurance and cuddles when needed.

Children develop very good physical skills for their age. For example, babies are supported to learn to walk by cruising around furniture and holding hands with the childminder while they master this skill. The childminder offers lots of opportunities for young children to develop their hand-eye coordination. For example, babies show perseverance when learning to stack rings. They focus intently on positioning the rings correctly and keep trying when at first they do not succeed.

The childminder has high expectations for all children and encourages a 'can-do' attitude from a young age. For instance, she encourages babies to feed themselves and drink from their own bottles.

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

- The childminder has a secure understanding of child development. She uses this knowledge to plan and sequence her curriculum to meet children's next steps in learning. The childminder carefully plans activities to help build on and practise their skills and knowledge. For example, young children develop control of their hand muscles as they lift flaps in books to discover animal pictures underneath. Children are making good progress from their individual starting points.
- The childminder supports children's mathematical understanding well. She incorporates simple counting into daily activities. For instance, as babies persevere at pulling pom-poms from a metal whisk, the childminder counts each time they successfully pull one out.
- Children are developing their speech and language skills. The childminder narrates play and repeats action words. For example, she says, 'pop, pop, pop', as babies play with sensory resources. However, the childminder does not consistently use simple key words to support babies' understanding as they play. This does not fully support babies in acquiring new vocabulary.
- The childminder provides opportunities for the children to explore their local community. For example, they enjoy visiting local playgroups, libraries and country parks to feed the ducks. This provides children with exciting new experiences that enhance their learning.

- The childminder plans for children to develop their knowledge of other religions and cultures. For example, children paint pictures of dragons as they learn about Lunar New Year. This helps children to develop an understanding of people who are different to them.
- The childminder has effective systems in place to help her to get to know the children well before they begin in the setting. This includes meeting with parents to gather important information and offering bespoke settling-in sessions to meet the needs of all children. This helps the children to build strong bonds with the childminder to enable them to feel secure in her care.
- Children's behaviour is good. The childminder offers lots of praise and encouragement, which helps to boost their self-esteem. Babies illustrate this as they clap their hands together with pride when the childminder says 'very clever' and 'well done'.
- Parents speak very highly of the childminder. They report that her communication with them is excellent. Parents receive daily feedback about their children's time at the setting through conversations at drop-off times and through written messages in a daily diary. However, the childminder does not consistently communicate with other settings that children attend. This does not fully promote continuity in care and learning.
- Children develop a love of books and reading from a young age. They snuggle up with the childminder as she reads their favourite stories. For example, as she reads 'That's Not My Dragon', children listen intently, demonstrating good levels of concentration.

## 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:**

- build on strategies to enhance younger children's communication and language skills to increase their acquisition of new words
- develop partnership working with other settings children attend to support their learning and care needs.

## Setting details

<b>Unique reference number</b>	EY465892
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10317268
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	14 May 2018

## Information about this early years setting

The childminder registered in 2013. She lives in Woking, Surrey. The childminder operates term-time only, from 7.30am to 5pm, Tuesday to Friday. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Sarah Richards

### 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 provision.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parent shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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