

# Childminder report

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Inspection date: 1 March 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 arrive at this 'home-from-home' setting and separate from their parents with ease. They demonstrate they feel safe and secure as they explore the well-organised environment and activities on offer. Children benefit from the attentive childminder and his co-childminder as they engage in their play. The childminder asks children questions about what they are doing, and older children are keen to share their ideas. For example, they talk about the castle they are playing with. Children learn the names of the small-world toys, such as soldiers. This supports children's growing vocabulary.

The childminder has a good understanding of how to support children's learning and development. He and his co-childminder have created an ambitious curriculum that focuses on the skills and knowledge children need to prepare them for future learning. Parents comment on how well their children's social skills have developed since attending the setting. All children are making good progress in their learning and development.

The childminder support children's behaviour well. He is calm and responsive to the children's individual needs. The childminder gives children consistent messages about the expectations for the children's behaviour. As such, children know the routines and they behave with respect and consideration for their environment and their friends.

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

- The childminder and co-minder plan a broad and balanced curriculum with a strong focus on developing children's social, communication and physical skills. They follow children's interest and broaden this with closely aligned topics. For instance, children have recently learned about space and have created planets. This helps develop their understanding of the world.
- The childminder leads group times for the children, which the older children are more than capable to join in with. He points out the importance of sitting nicely, listening and taking turns. Children enjoy choosing a game to play and learning about healthy foods. However, the group times are not always targeted to precisely support the younger children's next stage in learning.
- The childminder recognises the importance of developing children's communication and language skills. He is skilful at developing children's language. For example, they learn about the different parts of a hot air balloon, such as the 'basket' and 'helium' that makes the balloons float. Furthermore, the childminder speaks fluent French as well as English. He weaves French words into daily routines and play. This helps all children to learn about different languages.

- The childminder is passionate about teaching children about healthy foods. He offers a balance of healthy snacks and meals, introducing new foods for children to taste. The childminder extends this with trips to his allotment so that children can learn where food comes from. This helps children develop healthy habits for the future.
- The childminder carries out purposeful research with the children using the computer. For example, children are highly engaged as they learn about a hot air balloon. The childminder closely monitors technology to ensure it is safe for children.
- Children's behaviour is good. From an early age, children are taught how to take care of their own needs. They are encouraged to wash their hands before lunch and lay the table with the childminder. Young children confidently feed themselves in this relaxed environment. They sit with the childminder and co-childminder at mealtimes and develop very good independence skills.
- Partnership with parents is strong. The childminder shares advice with parents on how to support their children's development at home. He provides them with guidance on healthy eating. Parents value the support he provides. This creates a consistent approach to children's learning.
- The childminder reflects on his training and knowledge he has gained from his studies, to deepen children's knowledge of a wholesome diet. He works seamlessly with his co-minder and develops plans to further improve the outside area for children's play.

## 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:**

- strengthen planning to more fully consider how to adapt activities to further support the needs of the younger children.

## Setting details

<b>Unique reference number</b>	EY500717
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10311798
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	10 April 2018

## Information about this early years setting

The childminder registered in 2016 and lives in Reigate, Surrey. He operates Tuesday to Thursday from 7.30 am to 6pm, and Friday from 7.30am to 5.30pm, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. He holds an appropriate early years qualification and works with another childminder.

## Information about this inspection

**Inspector**  
Kelly Lane

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider. 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 showed the inspector the premises and discussed the safety and suitability of his home.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder and co-childminder.
- The inspector took account of parents' views during the inspection.
- 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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