

# Childminder report

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Inspection date: 26 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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and safe in the childminder's welcoming home-from-home environment. The childminder organises the space indoors and outside to enable children to choose what they would like to play with. This helps to motivate children to learn and supports their concentration, through their own choices of play. For example, younger children readily fill up jugs of water as they carefully carry them across the garden to water plants. The childminder praises children, to build on their good levels of self-esteem and confidence. Children demonstrate good relationships with the childminder, involving her in their play and conversations. For instance, as children divide out pieces of 'cake' they offer a piece to her.

The childminder has high expectations for children, who make good progress. She provides children with a variety of experiences, which help them learn about the world around them. For instance, children learn about the different parts of a daffodil as the childminder teaches them about how roots help flowers to drink water. Older children enjoy picking herbs to make 'carrot soup' as they excitedly share what they are making. The childminder uses these experiences to build on children's good language skills. For instance, children learn the names of rosemary and mint, as the childminder pronounces these new words and explains these clearly. Children learn and use new words in the play, to support their good communication skills.

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

- Children develop good independent skills. The childminder provides children with a good level of challenge to help them manage some age-appropriate routines for themselves. For instance, younger children learn to put on their wellington boots as they get ready to go outdoors. Older children learn how to use knives safely to cut up their fruits at snack time. The childminder recognises the value that independence has for children, in readiness for their eventual move on to school, when the time comes.
- Overall, the childminder targets her support and activities to ensure that children's knowledge continues to grow. She gathers information from parents about their children's routines, interests and abilities. She observes and monitors children's progress to identify any possible gaps in learning. However, some activities and interactions from the childminder are not always well matched to certain aspects of the curriculum intentions. As a result, children do not always benefit from well-targeted and precisely planned learning.
- Children benefit from good opportunities to learn about their local community. For example, they visit parks, the library, toddler groups and wildlife parks. The childminder helps to promote children's interest in nature, through hands-on

experiences. For example, children learn how to plant, tend and harvest fruits they eat. They talk about blackberries they pick in the summer and strawberries they grow in the childminder's garden. This helps to develop children's understanding of growth and change and supports them to develop a good knowledge of the natural world around them.

- The childminder supports children's love of books well. She reads stories, bringing these to life, as children listen to favourite tales. Older children repeat parts of stories as they recall what will happen next. Younger children match puppets to characters, naming the mummy bear and baby bear. The childminder gives children time to think and reply, as they remember that the porridge is too hot. These experiences promote children's language development and their love of reading.
- Generally, the children's behaviour is good. They listen well and follow instructions given by the childminder. For example, children help to tidy up the toys they have played with. Children play with and alongside their peers. The childminder helps them learn the importance of sharing and taking turns with their friends. However, some children become frustrated when they cannot play with the toys that they want. The childminder quickly intervenes and resolves conflict. However, at times, the childminder does not give older and more able children enough opportunity to put the skills that she is teaching them into practise and resolve conflicts for themselves.
- The childminder evaluates her setting, gaining the views of parents and children. Changes made to her outside space, since her last inspection, enable children to access space all year around and supports those children who prefer to learn outdoors. Children learn to take age-appropriate risks, supervised by the childminder, as they gain confidence in their growing physical abilities. For instance, toddlers learn to climb the steps to the slide, as the childminder helps them learn to do this safely.

## 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:**

- develop clearer links between what children need to learn next and the delivery of activities, to shape these to the individual learning needs of each child
- support older children to resolve minor issues themselves when they arise during play, to help them to develop their social skills further.

## Setting details

<b>Unique reference number</b>	EY393844
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10305600
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	27 February 2018

## Information about this early years setting

The childminder registered in 2009 and lives in Lightwater, Surrey. She cares for children from Monday to Friday, from 7am to 6pm. The childminder provides funded early years education for three-year-old children.

## Information about this inspection

### Inspector

Tara Naylor

## 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.

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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