

# Childminder report

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Inspection date: 25 January 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 settle very quickly in this warm and stimulating environment. They show positive relationships with the childminder as they sit on her lap and cuddle into her. This helps to promote children's self-esteem and confidence. The childminder provides activities that captivate children's interests. For instance, children giggle with delight as they use a stethoscope to listen to heartbeats. They mimic how the heart sounds and say, 'boom boom'. Children excitedly play together and smile at each other, demonstrating respectful and trusting relationships.

The childminder knows the children in her care well. This supports children to make good progress. Children explore the home-from-home environment confidently and make choices about what resources to enjoy. Children take pride in achieving together as part of 'team Muir'. This demonstrates that they feel safe and secure in the care of the childminder.

Children enjoy listening to familiar stories. They carefully help to turn the pages and point to the pictures. Children repeat familiar phrases and laugh in excitement. For instance, they giggle as they say, 'he fell in the water!' Children freely access books and concentrate well as they study them. This helps to expand their knowledge and develop their love of books.

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

- Children benefit from a stimulating and balanced curriculum. The childminder allows children to lead their own learning and freely access a wide range of resources. She regularly observes them as they play to monitor their ongoing progress. She identifies any gaps in children's learning and plans next steps to address this. The childminder has fostered good working relationships with other settings children attend. This helps children make good progress in their learning.
- Children feel happy and safe. They treat each other with kindness and respect. They behave well and happily share resources. Children express their needs confidently and are able to indicate when they need support with something. This helps them feel valued in this nurturing environment.
- The childminder exposes children to new opportunities. They go out in the community to carry out 'random acts of kindness'. For instance, they recently baked and delivered cookies to elderly neighbours. They also have regular opportunities to develop their imagination skills as they engage with other children. For instance, they benefit from visiting places such as, national, and local parks and woodlands, where they enjoy building dens.
- The childminder teaches children about different cultures and languages. They learn about different countries and various cultural celebrations. For example,

children are learning about Chinese New Year. The childminder teaches children how to say various phrases in Cantonese, such as 'make tea'. Children are learning about the world around them.

- The childminder encourages children's speech by introducing new words. For example, as children make tea, she talks of how they are, 'infusing' the flavours. The childminder asks children targeted questions such as, 'what vitamins are in a lemon?' However, in her eagerness to teach children new ideas, she does not always provide a response to these questions. This does not fully support the development of children's emerging language skills.
- The childminder offers flexible settling-in-sessions for new children. She provides opportunities for children to spend time with her, gradually building up the length of time. This allows children to develop trusting relationships with the childminder.
- Partnerships with parents are good. Parents are extremely positive about the childminder. They comment that she is 'enthusiastic, kind and nurturing'. The childminder shares information with parents about what their children have been doing, and their achievements during the day. Parents value the support and guidance she provides to help them continue children's learning at home. For example, the childminder uses newsletters to share learning experiences and activities. She posts recipes and organises regular discussions with parents about children's learning.
- The childminder regularly reviews her setting and measures the 'footfall' of children to understand how they use the environment to ensure it stimulates their interests. She places a high priority on updating her knowledge. She attends regular training on a variety of topics. For example, she has attended recent training on providing a stimulating curriculum to children. This helps her to provide good quality care to children.

## 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 understanding of how to build further on children's emerging language skills.

## Setting details

<b>Unique reference number</b>	EY475131
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10305160
<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 6
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	13 February 2018

## Information about this early years setting

The childminder registered in 2014 and lives in Walton-On-Thames, Surrey. She operates Monday to Friday, all year round, between the hours of 7.30am and 6.30pm. She holds a relevant home-based childcare qualification.

## Information about this inspection

### Inspector

Clare Leake

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic begun. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures they remain safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder showed the inspector key documentation.
- Parents shared their views of the setting with the inspector via written testimonials.

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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