

Childminder report

Inspection date: 1 March 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 build strong relationships with the childminder, who is gentle and caring. She knows the children in her care well, including their current stage of development and what they need to learn next. Children engage in play and are happy and well behaved. They play nicely together and are respectful of each other's needs. Children demonstrate that they feel secure and safe. They settle well, and the childminder supports this by offering a flexible settling-in process that is adapted to individual needs. She works in partnership with parents to establish the best way forward to support transitions into her setting. The childminder ensures that children's personal, social and emotional development is a priority.

Children enjoy outdoor play and get daily exercise and fresh air. For example, they regularly visit a forest school environment and play in the garden. This helps to support children's physical development. The childminder focuses on talking to children to develop their communication and language skills. She assists this development by supporting children to socialise with others, such as at other childminders and at toddler groups. All children make good progress, including those with special educational needs and/or disabilities and those who speak English as an additional language.

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

- The childminder focuses on ensuring that children are ready for their next stage in life. She prepares children for starting school by encouraging many skills, including independence. The childminder ensures that children start to care for themselves and recognise their own needs. For example, they go to the toilet without assistance and get themselves undressed and dressed if clothes are wet or muddy. The childminder praises children when they achieve this to encourage them to be more confident and try again.
- The childminder establishes starting points for children when they first attend the setting from discussions with parents. She acts on children's interests and their next steps by planning enjoyable activities to support these. For example, to help children with new siblings, the childminder plans an interactive activity with a storybook to help them talk about how they are feeling. The childminder adapts this activity to include all ages, so all children benefit from the intent of the activity, such as creating 'emotion masks' as an alternative way for children to express how they feel.
- The childminder has high expectations when it comes to behaviour. She promotes good behaviour by reminding children of the rules and boundaries of the setting, such as sharing toys with each other and being kind. The childminder gives rewards for good behaviour to help children understand the consequences of their actions. For example, they visit a local shop and children

choose a small toy. Children talk about the shop and understand why they get to visit. This helps children to self-regulate their own behaviour.

- The childminder works with outside professionals to improve her knowledge and understanding to best support all children's development. She identifies training that she needs to complete and has records of attendance. However, on occasion, the childminder does not ensure that professional development is precisely targeted to support and extend individual children's identified emerging learning needs.
- Parents are complimentary about the childminder and are happy with the care that she provides for children. They explain how she gives regular feedback at the end of each day at pick up. Parents keep up to date with children's individual progress and development, and the childminder discusses any concerns with them. Parents say that the childminder ensures that their children's day is enjoyable and interesting. For example, they learn about festivals and take part in lots of outdoor activities and groups. Parents say that their children are always happily playing and smiling when at the childminder's setting. They explain how the childminder adapts her care to meet their children's needs.

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:

- target professional development more precisely to support and extend individual children's identified emerging learning needs.

Setting details

Unique reference number	EY371965
Local authority	Surrey
Inspection number	10317218
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 May 2018

Information about this early years setting

The childminder registered in 2008. She lives in Woking, Surrey. The childminder operates all year round, from 7.15am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Lynne Murray

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 she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder 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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