

# Childminder report

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Inspection date: 8 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

The childminder provides a safe and secure environment for children, and she has effective risk assessments in place to safeguard them. Children are settled and relate well to the childminder and each other. When they are a little distressed or unsure, children receive comfort from the caring childminder. This supports their emotional well-being effectively. The childminder provides a well organised and child friendly environment. She manages the needs of individual children successfully, including them all in planned activities and experiences.

The childminder considers the children's interests when planning activities and does her best to incorporate these. This assists in sparking children's interests and engagement. They particularly enjoy learning about their community and the world around them. For example, children excitedly watch the birds that visit the childminder's garden and identify them on a poster. The childminder also asks children if they would like to do certain activities and effectively follows their lead. As such, the childminder values children's wishes and actively listens to them.

Children behave extremely well. They are kind and they help each other to lift things onto the shelves. Children receive reminders from the childminder of behavioural expectations as needed. For instance, to be gentle with younger children and when to share and take turns. The childminder encourages children to learn about good hygiene routines. For example, covering their mouths when coughing or washing their hands after using the toilet.

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

- The childminder has a basic curriculum in place relating to what she wants children to learn. She also considers the skills and knowledge she would like them to develop for when they move to school. However, the childminder is less clear about what she wants individual children to know and learn next. Additionally, she is yet to fully embed how to best build their knowledge and skills sequentially. Therefore, she is not yet planning precisely enough to ensure all children reach their full potential. Nevertheless, children are making good progress in their learning.
- The childminder's teaching interactions are effective to help children develop new knowledge, skills and revisit what they already know. She encourages children to recall experiences and knowledge. Such as picnics they have been on and animals they have seen. This reinforces children's learning well.
- Children are beginning to learn numbers, colours and are starting to recognise basic letter sounds. The childminder is careful to incorporate all these elements in her daily interactions and play with children. This supports their emerging mathematical and literacy skills.

- The childminder supports younger children to build their muscles and strength. For example, she helps them to pull themselves up on low furniture and equipment. Older children practise their gross motor skills on visits to the park and during garden play. They also develop their small hand muscles as they make marks with pencils and build towers with small wooden blocks. This contributes towards children's physical skills, which are developing especially well.
- Children engage in daily routines and concentrate well. They like to have a go and attempt to do things for themselves. Children are able to make independent choices from the accessible toys and resources. They also use the toilet independently and feed themselves well. The childminder encourages these skills and provides opportunities for children to practise them throughout the day.
- Children enjoy locating their favourite books and stories and asking the childminder to read these to them. They listen well and understand how books work, for instance turning pages themselves. The childminder skilfully allows time for children to fill in the familiar words and phrases. Children also use small-world imaginative play to reenact the stories they have heard. This fosters a love of books.
- All children communicate well. The childminder is careful to model good language and engage them in two-way conversations. Children are able to express their wants and needs, including using non-verbal communication as appropriate.
- The childminder maintains suitable partnerships with parents. They comment favourably about the care provided. Furthermore, they are very happy with the daily feedback they receive and the progress their children have made. The childminder gathers relevant information from parents relating to what children know and can do on arrival, as well as their likes and dislikes. However, she does not consistently share information relating to how parents can support children's ongoing learning at home.

## 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:**

- refine the planning of activities and experiences so they are more precisely tailored to support children's individual learning needs
- build on existing strategies to share further information with parents so they can support their children's learning at home even more effectively.

## Setting details

<b>Unique reference number</b>	EY245095
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10312267
<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>	6
<b>Date of previous inspection</b>	25 April 2018

## Information about this early years setting

The childminder registered in 2002. She lives in Lightwater, Surrey. The childminder provides a service from Monday to Friday from 8am to 5.30pm, for most of the year. The childminder is registered to provide funded early education for two-, three- and four-year-old children. The childminder has a relevant qualification at level 3.

## Information about this inspection

**Inspector**  
Clare Perry

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents 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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