

# Childminder report

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Inspection date: 13 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 are happy, confident and safe at this warm and welcoming setting. The childminder aims to provide a 'home-from-home' feel for the children in her care. Children respond positively to the childminder's caring approach. She praises children for trying activities and demonstrating positive behaviours. This supports young children to actively share and take turns during their play.

The childminder provides a curriculum that helps children make progress. She understands the importance of developing children's concentration and listening skills. Children choose favourite books to look at, snuggling close to the childminder as she reads to them. Children enthusiastically point to the pictures of animals and make the animal sounds. The childminder supports young children's emerging language as she models the animal names and joins in with the sounds the children make.

Children love their time in the garden. They inquisitively look at different things in nature. They show curiosity when they spot a snail and a bumble bee. The childminder helps to increase children's knowledge, explaining why the bumble bee is 'drinking nectar' and pointing out where a snail's eyes are. These real-life experiences help children gain a better understanding of living things around them. They develop positive attitudes to learning and make good progress as a result.

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

- The childminder helps children to understand mathematical concepts throughout the day. Children learn to count as they build towers with coloured cups. They concentrate on creating the tower and assign a number to each cup. The childminder offers the next number in sequence as young children get near to 10. This supports children's early mathematics skills and builds on their emerging understanding of numbers.
- Children learn about managing risks and develop their physical skills, both indoors and outside. Inside, they use alternate feet to climb the steps to a small slide. They 'whoop' as they go down and skilfully land on both feet at the bottom. Outside, they use different skills as they try to make the see-saw go up and down and work out how they can balance and climb around a large wooden bench. The childminder stays close by and offers encouragement and praise. This helps to raise children's self-esteem and confidence.
- The childminder supports young children well to develop their communication and language skills. She engages in asking them questions and introduces new vocabulary. For instance, during sand play, she uses language such as 'sieve' and 'dig'. While blowing bubbles, the childminder enhances the activity by singing. She encourages children to join in with the rhyme, and they get very excited as

they watch the bubbles float around them, using words such as 'big', 'bigger' and 'pop'.

- The childminder plans and implements a wide range of opportunities that excite and spark young children's curiosity. She plans activities with specific learning intentions for each child. The children are keen to get involved in planting cress seeds in eggshells and quickly explore the resources in front of them. However, the childminder does not clearly explain what she wants children to do at the start of the activity. This means younger children do not fully understand what to expect from the beginning. This does not maximise the learning opportunity for all children taking part.
- Children understand the daily routine well as they transition to each part of their day with ease. However, at times, the childminder completes tasks for children without allowing them to try things for themselves. This does not fully support children to practise the self-care skills that will help them become as independent as possible.
- The childminder communicates with parents effectively. She regularly shares information about children's activities. Parents are positive about the care that their children receive. They comment that their children look forward to coming to the childminder's setting and make good progress.
- The childminder places high value on her professional development. She accesses online training and webinars to further her knowledge and skills. The childminder links with other local childminders to share good practice and experiences. This helps her to provide children with a good quality of education.

## 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:**

- focus more precisely on the identified learning intentions for young children during adult-led activities to ensure they make the best possible progress
- extend opportunities within the daily routine to support children's independence and self-care skills further.

## Setting details

<b>Unique reference number</b>	EY291951
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10317316
<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>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	22 May 2018

## Information about this early years setting

The childminder registered in 2004 and lives in Farnham, Surrey. The childminder operates all year round, from 9am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Nina Lambkin

## 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 discussed how she organises her early years provision, including the aims and rationale for her curriculum.
- Children communicated with the inspector, and parents shared their written views of the childminder's setting.
- The inspector observed the quality of education being provided, both inside and outdoors, and assessed the impact this was having on children's learning.
- A leadership and management discussion was held with the childminder. The inspector looked at her paediatric first-aid certificate and checked documentation relating to the insurance of vehicles used by the childminder for the purpose of her business. The inspector spoke with the childminder and discussed her safeguarding knowledge.

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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