

Childminder report

Inspection date: 13 June 2025

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 form strong attachments with the childminder. The positive interactions between the childminder and any assistants she works with create a good atmosphere. Children understand the daily routine, and this helps them to feel happy, safe and secure.

The childminder provides a broad curriculum based on the children's interests and needs. Children explore the garden freely, choosing from a range of activities the childminder provides to support their physical development. They look at the plants they have been growing and the childminder encourages children to look at the grapes on the vine. She uses this opportunity to talk about the size of the grapes, introducing mathematical language.

The childminder has high expectations for children's behaviour. Children listen well and follow instructions. For instance, children know they need to wait patiently to have their turn on the bubble machine. They play excitedly together, squealing with delight as the bubbles 'pop' onto their clothes. Children play well together, chasing each other around the garden, laughing.

Children enjoy listening to stories. They self-select books they would like to read from the range available. This helps to develop their literacy skills and builds on their communication and language as they join in with story time.

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

- The childminder ensures that she and any assistants she works with keep up to date with changes to legislation. She receives regular updates from the local authority and books onto training to ensure her knowledge remains current. The childminder deploys any assistants well to meet the children's needs. She ensures supervision sessions focus on changes she wants to make to her provision and professional development training for her assistants.
- The childminder gathers information about children during settling-in sessions. In addition, she observes children when they start and uses this information to help inform planning for their next steps. The childminder understands the value of building on what children know and can do. She plans opportunities to further broaden their experiences, such as trips to the park. This helps develop children's knowledge and understanding of the community in which they live. All children, including those who speak English as an additional language, make good progress in their learning.
- The childminder knows children well and assesses their development regularly. Overall, she provides a wide range of activities and new experiences. However, at times, during adult-led activities, the childminder does not consider how to

adapt teaching to support children's individual ages and stages of development. This means that, at times, learning is not fully extended for older children to help them wholly benefit from the experiences provided.

- The childminder supports children to develop positive attitudes to learning and provides activities to encourage their perseverance. For example, younger children concentrate when playing ball games. They become excited when they catch a ball for the first time.
- The childminder promotes personal hygiene well. She discusses the importance of handwashing before eating meals. Overall, due to the childminder's approach, children begin to understand the importance of healthy lifestyles.
- The childminder teaches the children the importance of healthy eating. Mealtimes are social occasions. The children sit well together and remember to say 'please' and 'thank you'. The childminder provides healthy options. Children enjoy nutritious, home-cooked food and fresh fruit.
- The childminder promotes children's communication and language skills well. For example, children develop their confidence and vocabulary as they sing their favourite songs and learn new ones.
- Parents speak very highly of the childminder and say that their children are 'better children' for having been to the childminder. Regular updates for the parents on the online portal and at pick up times help to keep parents informed of their children's progress. The childminder provides ideas and activities to support the children's learning and development at home. However, she does not share information with other pre-school settings children attend, or during the children's move to school. This does not fully support transitions between settings or help maintain continuity in children's care and learning.

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:

- ensure that intended learning of planned activities is clear in order to support the individual needs of children at different ages and stages of development
- develop partnerships and share information with other settings children attend to promote continuity in children's learning.

Setting details

Unique reference number	2665704
Local authority	Surrey
Inspection number	10404345
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	2 to 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 April 2023

Information about this early years setting

The childminder registered in 2022 and lives in Horley, Surrey. She operates all year round, from 8am to 5.30pm, Tuesday to Friday, except for bank holidays and family breaks. The childminder holds a relevant level 3 qualification. She works with a part-time, unqualified assistant.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke with the inspector during the inspection.
- 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 the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the interactions between the childminder and the children.
- 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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