

Childminder report

Inspection date:

16 September 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

Summary of key findings

This provision meets requirements

- The childminder understands the learning and development requirements of the early years foundation stage. She explains how she will use a range of teaching skills to meet children's individual learning styles and to support her curriculum. For example, the childminder plans to use stories and rhymes to help children to develop their speech.
- The childminder is able to describe how she will promote children's positive behaviour effectively. She is passionate about the importance of helping children to become sociable and be able to manage their feelings in preparation for their move to school.
- Through discussion, the childminder explains that she is aware of the importance of understanding children's individual needs. She recognises the importance of working closely with parents and carers and other settings that children attend to help promote continuity of care and learning. The childminder plans to have daily conversations with the parents and share information via email.
- The childminder understands the importance of supporting children's health and well-being. She demonstrates, through discussion, how she intends to help children to learn to cook healthy meals and provide daily opportunities for children to enjoy fresh air and exercise. The childminder explains this will promote children's physical development and well-being.
- The childminder explains how she keeps her knowledge up to date and refreshes her skills. For example, she attends webinars focusing on children's learning and development. The childminder explains this helps to broaden her understanding of the way that children learn.
- Through discussion, the childminder demonstrates how she intends to evaluate her practice. For example, she explains she will gather feedback from parents and children to identify ways of improving children's overall experiences while in her care.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	2710915
Local authority	Surrey
Inspection number	10388728
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Reigate, Surrey. She operates Monday to Wednesday, 8am until 6pm, for most of the year. The childminder has a relevant childcare qualification at level 3. The childminder offers government funded childcare.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The inspector viewed areas of the home that the childminder uses to care for children.
- The inspector talked with the childminder about how she plans to deliver her curriculum for children.
- The inspector viewed relevant documentation, including the childminder's paediatric first-aid certificate.
- The inspector talked to the childminder about how she reflects on her practice.

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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