

Childminder report

Inspection date: 12 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and welcoming environment that meets the changing interests of all the children who attend. Children explore the childminder's home confidently and freely. This demonstrates that children feel safe and secure in the childminder's home. The childminder is a good role model with high expectations for behaviour. This promotes positive behaviour among the children, and they behave well. For example, the childminder praises children for sharing and taking turns as they play alongside each other. Children demonstrate that they feel safe in her care as they seek her out for reassuring cuddles when they start to feel tired. The childminder praises children's efforts, reinforcing positive behaviour and boosting their confidence.

Children are supported well to develop their counting skills. For example, they are encouraged to count the scoops of sand they put into the bucket, and how many scoops they have if they add one more. Children enjoy exciting learning opportunities outside of the home. The childminder attends group-play sessions that promote children's social development. Children enjoy regular visits to the local park and go for walks in the local area.

Children have positive attitudes to learning. They welcome the childminder's interactions in their play. For example, when using their imagination to create with chalk outside, the childminder joins in the play. The childminder's curriculum helps to meet the interests of individual children. This helps children to maintain engagement in activities and make good progress in their learning.

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

- Children's speech and language are supported effectively by the childminder, who engages them in discussions throughout the day. Children develop a love for books and eagerly participate in story sessions. They snuggle up to the childminder, who is an engaging storyteller. The childminder pauses to encourage children's involvement and asks questions to support engagement and conversation.
- Overall, children have good opportunities to enhance their larger physical skills. They use a range of larger physical play resources in the childminder's garden, such as ride-in cars and creating a fairy garden using their imagination.
- Parents are highly complementary about the childminder and the nurturing care she provides. They deeply appreciate the flexible care she offers and the professional advice she gives. Parents acknowledge how this supports them to further promote children's development and well-being at home.
- The childminder has good, collaborative relationships with local schools, fellow childminders and other settings children attend. These effective partnerships

enhance the continuity of care, learning and support she provides for the children and their families.

- The childminder gets to know the children well. She monitors their achievements and identifies what they can do and what they need to do next. This helps her to provide a broad curriculum. However, at times during activities, she does not always offer challenges that will support their next steps of development consistently, such as when supporting small physical skills. Nevertheless, children engage and have fun as they explore activities.
- The childminder has completed all mandatory training to ensure that she has a good knowledge and understanding of how to promote children's safety and welfare. For example, she recently attended training on safeguarding and ensures her paediatric first aid is current and regularly updated. The childminder is reflective about her practice and gathers ideas from parents to help her to improve the overall quality of her provision.

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:

- support children as they engage in activities to focus more sharply on their next steps in learning.

Setting details

Unique reference number	2711665
Local authority	Surrey
Inspection number	10388659
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 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Shepperton. The childminder holds a relevant childcare qualification at level 3. She works Monday to Friday, all day, for most weeks of the year. The childminder provides funded education for children aged under two, two, three and four years.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- The inspector and the childminder completed a learning walk around the setting. They discussed how the environment is organised and how the curriculum is planned to support children's learning. The inspector took account of how the childminder completes risk assessments to ensure that children remain safe.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their written views of the setting with the inspector.

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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