

Childminder report

Inspection date: 22 May 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

Children are happy in the childminder's care. They demonstrate that they feel safe and secure as they confidently explore their learning environment and interact positively with the childminder and their friends. The childminder develops close, warm bonds with children. She gets down to children's level, smiles and uses a warm tone of voice when interacting, singing and reading books with children. Children settle well in her care.

The curriculum supports children's overall learning well. The childminder aims to give children the skills that they need to succeed in their learning. For example, she focuses on helping children to develop their fine motor skills, social skills and independence, ready for when they move on to school. The childminder encourages children to be resilient in their play and learning. Children try hard during activities and do not give up.

The childminder skilfully introduces mathematical language through her interactions. The childminder counts items to introduce children to numbers and quantity. Children join in and practise counting in sequence.

The childminder has high expectations of children and manages their behaviour successfully. She plans games such as 'animal bingo' to teach children to be patient and take turns. The childminder praises children frequently for their efforts, and this helps to boost their self-esteem. Children behave in positive ways.

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

- The childminder understands child development and how children learn. She assesses what children know and can do. Additionally, the childminder identifies areas of learning that children may require further support to develop and what they need to learn next. She uses children's interests to plan the activities she provides to develop children's skills.
- Children enjoy spending time in the well-resourced garden to develop and practise their physical skills. The childminder encourages older children to learn to balance along planks, climb low walls and kick balls into a goal. Younger children enjoy crawling on mats, playing peekaboo games and cruising around garden equipment. Children are physically active and develop good strength and stamina.
- Children enjoy the activities the childminder offers. They excitedly get involved. For example, children enjoy scooping soil into different-sized plant pots to plant flowers. However, at times, the childminder does not allow children enough time to continue to develop their own ideas before she introduces different resources and activities. This does not allow children to extend their learning fully.

- The childminder supports children's speaking and listening skills effectively as they learn about bees. She sets up various sensory activities throughout the day for children to revisit new vocabulary they have learned, such as 'honeycomb', 'pollen' and 'nectar'. When children talk about bees, the childminder explains how bees collect pollen and make honey.
- The childminder keeps parents well informed of children's progress. She shares verbal updates with them when they collect their children and sends daily messages. The childminder works with parents effectively to support children's development in areas such as potty training, sleeping and eating well.
- Children learn good hygiene routines. They are encouraged to wash their hands before meals, or when they come in from the garden and interact with the childminder's pet tortoise and bearded dragon. The childminder provides home-cooked, nutritious meals and plenty of opportunities for fresh air and exercise during daily outdoor play. This helps to support children's good physical health.
- The childminder keeps up to date with mandatory training and understands her responsibilities. For instance, she has a secure understanding of child safeguarding practices in the home environment. The childminder identifies areas of her own professional development and attends training to broaden her knowledge and skills. She provides supervision and support to assistants she works with. However, she has not yet monitored this closely enough to offer more guidance on how to enhance their teaching skills further.

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:

- strengthen practice so that children have enough time to explore and develop their own ideas while playing and deepen their curiosity
- strengthen the monitoring and support for assistants to enhance their teaching skills further.

Setting details

Unique reference number	2719102
Local authority	Surrey
Inspection number	10398094
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in a residential area close to Ashstead, Surrey. She operates Tuesday to Thursday from 7.30am to 5.30pm, term time only. She has a recognised childcare qualification at level 3 and employs an assistant. The childminder receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector
Shona Allerton

Inspection activities

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