

Childminder report

Inspection date: 5 June 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 provides a fun and nurturing home-from-home environment based on the children's interests. From the outset, the childminder works in collaboration with parents. She gathers a range of information during initial visits to help her plan for the children's care routines and learning. The childminder gives children lots of attention and plays alongside them. This helps children develop strong bonds and feel safe in the care of the childminder.

The childminder provides children with ample opportunities to develop their speech and language skills. During play, she repeats words clearly for children to hear and copy. For instance, she introduces a variety of games to help children learn new words, such as yellow and green. Children excitedly search their surroundings for the different coloured objects. The childminder reads a range of stories throughout the day. Children listen intently and recall the names of other trains in the books. They receive good interactions from the childminder but also have time to discover and explore for themselves. All children are confident communicators and are eager to join in with the conversations with the childminder.

Children behave well and follow the childminder's rules. The childminder's interactions are fun; she helps children learn how to care for their environment. Children smile and giggle as they gather their toys in piles, ready to put them away before their picnic lunch. This helps children know what is expected of them as the childminder teaches them the daily routines.

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

- Children enjoy music and movement. Children are highly engaged as they join in with a child-sized guitar, showing their creativity as they sing and play their instrument. The childminder teaches children to be physically active as they dance to the different sounds. This helps children develop their creativity and learn about new ways to sing songs.
- Overall, the childminder plans a well-sequenced curriculum. She focuses on children's communication, emotional and physical development. This ensures they have the skills they need to support their future learning. However, the childminder sometimes tries to teach children too much at once and does not build on what they already know. This means that, occasionally, she does not focus her teaching precisely enough on what she wants children to learn from an activity to fully support their progress.
- Children develop an understanding of their local community. The childminder uses daily events to broaden children's knowledge. For example, she plans trips linked to the children's interests, such as rides on trains and buses. Furthermore, the childminder regularly takes children out for walks in the local community and

meets with other childminders to help children socialise with other people. These experiences help children to understand the world around them.

- The childminder supports children's good behaviour. For example, she encourages children to help each other as they construct a train track. She continually praises children as they take turns and pass each other the trains. This allows young children to learn how to work together and take turns.
- The childminder supports children to develop positive attitudes to healthy lifestyles. Children are actively involved in their mealtime experience. For example, they help the childminder unpack the shopping. She teaches children about the health benefits of different vegetables, such as sweetcorn and green beans. The childminder sings with children why it is important to wash their hands before and after eating. As a result, children become increasingly independent and develop an awareness of healthy choices.
- The childminder involves parents in their children's progress checks at age two and ongoing assessments. This supports children's continuity of learning and development. Parents speak highly about the service the childminder provides. They comment that their children's social skills and confidence have thrived since being in the care of the childminder.
- The childminder focuses on accessing training to support the children she is caring for. For instance, the childminder has deepened her knowledge of how to support children's speech and communication skills effectively. This has helped her focus her curriculum more precisely on promoting a language-rich environment. This helps all children make good progress from their starting points.

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 the planning and delivery of activities to build on children's existing knowledge and skills.

Setting details

Unique reference number	2729943
Local authority	Surrey
Inspection number	10398802
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Molesey, Surrey. She operates all year round from 7.30am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder offers government funded places for children aged between nine months and four years.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the childminder's 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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