

Childminder report

Inspection date: 6 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

The childminder provides a nurturing, home-from-home environment. Children are greeted warmly when they arrive, which helps them to feel safe and secure. The childminder gives children her full attention and supervises them well. Children receive lots of praise and encouragement, which builds their self-esteem. Children are confident in the setting. For example, they happily show toys to the inspector and chat with her.

The childminder provides a curriculum that helps all children to make good progress, especially in their independence skills. Older children practise putting on their shoes and are beginning to manage some self-care skills. Younger children help to collect their shoes and learn to put the straps on, ready to go outside. The childminder encourages children to choose what they want to do, such as read stories. She provides resources that interest children. This helps children to be engaged in their learning.

Children engage in role play, demonstrating their growing imaginations. For instance, they pretend to make ice creams in the role-play kitchen and share them with the childminder. Children are learning about the routines the childminder is establishing with them. For example, before lunchtime, they know why they need to wash their hands and how to sit safely at the table.

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

- The childminder understands what children need to learn to help them be ready to move on to school. For example, children are supported by the childminder to learn skills for the future, such as being independent. This includes children managing their own clothing or toileting routines.
- The childminder teaches children how to care for pets. She supports them to be respectful of her dog and how to care for the two tortoises. Children understand why they must be calm and gentle with the tortoises and wait patiently for them to come out of their shells to eat. The childminder teaches children the body parts of a tortoise and expertly weaves in mathematics as they recall the numbers on the scales when they weigh them.
- Children's speech and language are supported well. The childminder speaks clearly, adapts her language to include new words, and gently corrects children who attempt words so that they get it right next time. All children demonstrate substantial progress with their word pronunciation, attention, and listening skills.
- The childminder has clear expectations for children's behaviour. She teaches them to share and support each other. Children behave well and listen to the childminder's instructions, such as when it is time to tidy up. All children happily work together to put their toys back in the box.

- The childminder plans regular opportunities for children to get fresh air. Children develop their large-muscle skills as they play outdoors. They proudly throw beanbags towards targets and confidently use ride-on toys.
- Parents comment that they are very happy with the care that the childminder provides. They appreciate the daily verbal and electronic updates and information on their children's development. Parents value this input and attribute the progress their children are making to the time they spend with the childminder, particularly with their language skills.
- The childminder works in close partnership with parents to identify where children are in their learning from the outset and to support their ongoing development. However, the childminder does not fully work in partnership with other settings that children attend to create two-way sharing of information to support children's learning further.
- The childminder understands that regular training helps her to keep her knowledge up to date. She works closely with the local authority and engages in various training opportunities. This helps her enhance the quality of care and learning for children. She also maintains close links with other local childminders and attends groups that provide support and opportunities to share good practice.

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:

- work more collaboratively in partnership with other settings that children attend to promote two-way sharing of information to enhance children's learning.

Setting details

Unique reference number	507314
Local authority	Surrey
Inspection number	10388646
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 July 2019

Information about this early years setting

The childminder registered in 1994 and lives in Epsom, Surrey. She has an early years qualification at level 3. The childminder works Monday to Thursday during term time and opens from 8am to 6pm.

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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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