

Childminder report

Inspection date: 5 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 warm welcome, which helps children settle quickly and engage in play with their peers. She knows the children well and, on arrival, has activities ready that will interest them. Children enjoy exploring the resources available, and the childminder plays alongside to support children's learning. She demonstrates how to use equipment, and children copy her actions. For example, the childminder shows children how to twist a cog to raise a lift in the toy garage. This helps them learn a new skill to use in their play.

The childminder acknowledges when children are kind to their peers. She praises children for sharing toys, encouraging them to repeat this positive behaviour. Children play enthusiastically; they are imaginative and enjoy role-play games. The childminder develops this play by introducing extra resources, such as toy food. This instigates the idea of making soup using sticks and pretend fruit. These games help to develop children's creativity and social skills.

The childminder plans effectively for children's learning. She follows their interests and shares next steps with parents to support home learning. The childminder identifies gaps in children's learning and provides specific support to help children make good progress.

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

- The childminder completes courses to support her professional development and keep her skills and knowledge current. For example, she completes training to learn strategies to help children develop their speech and language skills. This includes repeating words children say clearly and introducing new words to increase children's vocabulary. As a result, children are developing their language and communication skills.
- The childminder engages in meaningful conversations with children. For example, children recall past experiences while playing with a road map. They talk about locations on the map, such as the supermarket and hospital. This sparks a conversation about their experience of visiting the doctor. As a result, children have the opportunity to share their thoughts and feelings.
- The childminder focuses on helping children develop their independence skills. She encourages children to put on their own coats and shoes and master their personal hygiene needs. This helps children develop life skills and supports school readiness.
- Children are developing their numeracy skills. The childminder introduces numbers and counting during activities. She encourages children to identify the value of a group of objects and count items. For example, children count fruit and correctly say there are two apples and three bananas. This helps children

develop early mathematical skills.

- The childminder takes children on trips outside of the setting. She regularly visits the park and soft play centres so children can climb and jump on the equipment. This helps children develop their physical skills, balance, and coordination.
- Generally, the childminder provides a varied curriculum for children to explore. However, at times, children are easily distracted and lose focus if the activity does not suit their age or stage of learning. This means they do not always get the most out of some learning experiences.
- Children have regular opportunities to socialise in larger groups. For example, the childminder takes them to local playgroups to support children's social skills and build their confidence in larger groups.
- The childminder promotes healthy eating. She provides lunchbox guidance for parents and teaches children about making healthy food choices. Children recognize different fruits during a game, describing them as healthy food. The childminder discusses brushing teeth with children to teach them about oral hygiene routines. This helps children learn about leading a healthy lifestyle.
- Parents provide positive comments. They like the range of activities and the trips the childminder provides for the children. Parents state that the childminder communicates well with them, and they are happy with their children's progress.
- The childminder networks with other childminders. She uses these opportunities to share examples of good practice and learn updates regarding new legislation.
- The childminder liaises with other settings children attend. She shares information to support transitions and provide a continuity in learning.

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 strategies to help children further develop their concentration skills and learn to refocus their attention to fully engage in learning experiences.

Setting details

Unique reference number	507396
Local authority	Surrey
Inspection number	10398132
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	6
Date of previous inspection	4 October 2019

Information about this early years setting

The childminder registered in 1996 and lives in Merstham, Surrey. She works Monday to Friday throughout the year between 7.30am and 5.30pm. The childminder accepts government funding for children who are eligible.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- 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 interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their 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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