

Childminder report

Inspection date: 27 May 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

Children enjoy their time in the home of the friendly and nurturing childminder. The childminder promotes children's play very well. She is quick to follow their lead and encourages them to develop their thinking skills. For instance, children are engrossed in large complex puzzles and explore how to open and close various fastenings, such as locks. This helps children to develop their concentration skills for later learning.

The childminder plans a highly ambitious curriculum that meets children's individual needs. She knows what children can do and extends their learning with targeted teaching. For example, young children develop the small muscles in their hands as they use scissors to carefully snip the 'hair' they have made with play dough. Furthermore, children concentrate as they colour pictures of ducks. They are immensely proud of their achievements and are quick to show the inspector their creations. Children are confident and demonstrate they feel safe and secure in this home-from-home setting.

The childminder has high expectations for children's behaviour. She is calm and respectful of children's choices as they play or complete activities. For instance, she gives children plenty of time to complete their play choices. This helps children feel valued in her setting and promotes their good behaviour.

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

- The childminder is passionate about teaching children about the world around them. She takes children to visit places of interest, such as national parks, libraries and toddler groups. As such, children recall their experiences, for example when they observe a spider's web. The childminder follows the children's interests as they learn about new facts. Furthermore, children talk about the allotments they have visited and how their grandparents also grow vegetables. This helps children to make connections with their learning.
- The childminder places a high priority on children's communication and language development. She engages all children in conversations and encourages back-and-forth interactions. She introduces a range of new vocabulary as children snuggle in for stories. Furthermore, the childminder speaks to children in Spanish, who are from the same heritage as herself. This helps children who are bilingual develop their language skills even further.
- Children enjoy it when the childminder joins in with their play. For example, children pretend to make hot chocolate in the role play kitchen. They say that the childminder must have some as they serve her a hot chocolate. The childminder is warm in her interactions and thanks the children for sharing their pretend drinks. Children beam with happiness as they continue their play,

sharing their ideas with each other. This helps promote children's kindness and supports them to develop positive friendships.

- The childminder encourages children to be independent in some self-care skills. Children independently go to the toilet when needed, and they access resources and equipment for themselves. The childminder helps younger children understand the routines, such as tidying away their toys before mealtimes. However, occasionally, the childminder is quick to step in and do things for children, such as wiping their noses, without supporting them to do it by themselves.
- The childminder teaches children the importance of good hygiene. She explains to children why it is important to wash their hands. Furthermore, she uses opportunities that arise in stories to talk to children about brushing their teeth. Children reply with confidence saying they must brush them twice a day. This helps children learn healthy habits for the future.
- The childminder provides parents with regular updates of their children's learning. Parents comment on how their children are prepared for school and how they appreciate the activities and trips she provides for the children. However, the childminder is not as successful in developing working partnerships with other settings that children attend. This means that children who attend other settings sometimes lack consistency in their learning
- The childminder keeps her knowledge up to date. She focuses on training to support areas to enhance her understanding. For example, she has sought training to deepen her knowledge of how to support children with special educational needs and/or disabilities. 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:

- provide consistent opportunities for children to develop their independence skills
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	EY248242
Local authority	Surrey
Inspection number	10398064
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 October 2019

Information about this early years setting

The childminder registered in 2003 and lives in Thames Ditton, Surrey. She provides care Monday to Tuesday, from 8am to 6.30pm, all year round. She holds early years professional status. The childminder offers government funded places.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder showed the inspector around the premises and discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and the 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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