

Childminder report

Inspection date: 12 March 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 creates and implements an exciting curriculum that supports all areas of children's development and motivates them to learn. She plans a wide range of activities that are led by the seasons and cultural events. For example, during outings to lavender fields, children collect beetles in small jars and learn they are harmful to the lavender. Children persist and concentrate well, for example, as the childminder helps them learn to complete puzzles. They are proud of their achievements, enthusiastically clapping their hands when they achieve what they set out to do.

The childminder supports all children well, including those who speak English as an additional language, to achieve and make good progress. She uses her good knowledge and understanding of children's development to challenge their learning. For example, the childminder teaches children to count, identify numbers, link them to groups of objects and complete simple addition.

The childminder focuses strongly on supporting and meeting children's individual emotional needs and helps them engage in purposeful play. She forms close bonds with children, developing their confidence to try new things and their motivation to learn.

The childminder sets clear expectations for children's behaviour. Children learn to follow instructions, cooperate and behave well.

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

- The childminder provides children with a welcoming, well-organised learning environment. She supports children well during all activities, engaging in their play in a positive and encouraging way. The childminder has improved how she identifies, assesses and builds on children's learning and development from the start. She quickly gets to know children, including children who speak English as an additional language, rapidly reducing any gaps in their development.
- Children develop a wide range of skills they need for the future. For example, the childminder teaches children to be independent learners and develop their self-confidence. She responds to the choices that children make during their play, for instance, when they decide to sort coins and jewels, she gives them empty egg boxes to help them achieve their aims. Children learn to dress themselves and use the toilet independently.
- The childminder adapts her communication, explaining everything to children, successfully supporting their understanding of the meaning of words and building their language development. For example, she introduces new words and asks open questions that develop children's vocabulary, for instance as they

talk together about the meaning of the word nocturnal. During discussions with the childminder, children remember and talk confidently about their pets and the lifecycle of butterflies.

- The childminder helps children learn to share and take turns. For instance, when they engage in imaginative play and decide to play 'schools', she teaches them to include others. Children develop good social skills and thoroughly enjoy the company of older children.
- Children develop a wide range of physical skills. For example, the childminder teaches them to control their movements and balance as they walk across stepping stones in a shallow stream. She supports children's hand:eye coordination well, for instance, during these outings, children use fishing nets and buckets to collect items in the stream.
- The childminder continuously improves her professional development and outcomes for children. For example, she uses knowledge gained from completing additional courses such as safeguarding to support children and their families in learning about safety on line. The childminder gives all parents leaflets that include this information to support their understanding of child protection.
- Since the last inspection, the childminder has improved how she works in partnership with other early years provision. For example, during outings to toddler groups, she talks with other childminders who share the care of the children. She has a flexible approach and works well with parents and childminders to organise any changes in children's days of attendance, for example, to cover holiday times.
- The childminder regularly provides parents with information about children's individual needs and progress, for example, using daily diaries, photographs and discussions about information in children's learning journals. However, she does not consistently seek information from parents about children's care and learning at home to provide further continuity in their learning and development.

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 communication with parents about children's care and learning at home to provide further continuity.

Setting details

Unique reference number	EY254837
Local authority	Surrey
Inspection number	10375783
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2003. She lives in West Ewell, Surrey. The childminder operates Monday to Friday from 7.30am to 6pm, for most of the year. The childminder receives funding for the provision of free education for children aged two and three years. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk and joint observation together.
- The inspector spoke with the childminder, parents and children during the inspection.
- The inspector observed how the childminder supports children during activities and assessed the impact this has on their learning.
- The childminder and the inspector discussed the leadership and management of the setting including children's safety and supervision.

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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