

Childminder report

Inspection date: 8 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

The childminder spends time getting to know children and their families well right from the start. She uses information gathered to provide a warm and welcoming home-from-home setting, that reflects on the individual needs of each child. Children settle quickly, and show they feel happy and secure in the childminder's care. They know their routines well, and work together to tidy away toys ready for their group activity. The childminder is highly motivated and engages children in stories well. She uses strategies, such as props, to inspire children to recall parts of the story and to repeat familiar phrases. This supports their developing speech and vocabulary highly effectively.

The childminder has developed a curriculum that enables children to progress across all areas of learning. Children show high levels of curiosity. They focus their attention for long periods of time on activities that capture their interests. For instance, they delight in dancing and learning how to move their bodies in different ways. The childminder builds on their listening skills and encourages them to follow the instructions as they listen to the music. Children show high levels of determination and delight in practising new skills, such as hopping on one foot.

The childminder is a good role model. She gives children gentle reminders to share their toys and involves them in activities that give them encouragement to take turns. She gives children small tasks, such as to help find the hat of their peers. The childminder praises children for their achievements, which boosts their confidence and self-esteem.

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

- The childminder observes children's play and accurately assesses their learning. She uses this information to provide a broad and interesting curriculum that builds on what children already know and can do. For example, children develop strength in their finger and hand muscles as they pour water and stir soil into containers. The childminder follows their interests and introduces mathematical language, such as 'full' and 'empty.'
- The childminder supports children's early writing skills well. For instance, with support children use objects to form letters in the sand. They use resources, such as chalks, to create patterns on different surfaces. The childminder asks children questions and engages them in discussion about the pictures they are forming.
- The childminder supports children's independence skills well overall. For example, she gives children encouragement to wash their hands and to put on their sun hats. However, she does not build on children's understanding further and explain the reasons behind these routines, to help them develop a deeper

awareness of managing their personal care needs.

- The childminder encourages children to persevere when things are hard to do. For instance, young children focus intently until they successfully buckle their dolls up in the pushchair. They are proud of their achievements and build on their confidence to achieve future goals.
- Children enjoy many opportunities to be physically active. The childminder places a strong emphasis on outdoor play, which helps to promote children's positive feelings about exercise. For instance, she takes children on walks to local parks and woods to help develop their large-muscle strength, balance and coordination. In the garden, children practise using balls in diverse ways and express delight when they successfully balance across stepping stones.
- The childminder has high expectations for children's behaviour. For instance, she expects children to be kind and caring to others and to respect the toys and the environment. She takes children on outings in the local community, such as to the library and toddler groups, which helps them learn how to develop their social skills in diverse environments.
- The childminder regularly shares her assessments of children's learning with their parents. She gives parents support and guidance in their child's developmental stages, such as with potty training. Parents appreciate the consistent and high levels of communication. They say their children thoroughly enjoy being with the childminder and often do not want to go home.
- The childminder aims to continually improve her practice to help benefit children and their families. She frequently updates her professional development to refresh and help build on her skills. Recent training has helped to develop her knowledge of how to enhance children's language and communication skills even further.

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:

- give children clear explanations to help deepen their understanding of managing their personal care needs.

Setting details

Unique reference number	EY317028
Local authority	Surrey
Inspection number	10392134
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	8
Date of previous inspection	6 August 2019

Information about this early years setting

The childminder registered in 2005. She lives in Staines, Surrey. The childminder offers care Monday to Thursday. from 7.30am to 6pm. She provides government funded childcare. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Jane Franks

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 communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took into account of the written views of parents.
- 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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