

Childminder report

Inspection date: 28 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 arrive at the setting and confidently go through to the play area. They concentrate for long periods of time and have fun building sandcastles and squashing them with a giant starfish. The childminder and her staff support the children in developing their language skills by providing good levels of engagement and asking questions. Children hold the shell to their ear and talk about 'hearing the ocean'.

Children demonstrate they feel safe and secure; they ask the childminder and her staff for help when they need it and chat to them during the daily routine. Toys are stored at low level, so they can be easily reached, and they are age-appropriate and in good condition. There are good opportunities to support children's physical development. They balance on the climbing frame, while being well supervised, climb the steps to the top of the slide and use chalk to make pictures and patterns in the garden.

The childminder and her staff reward children with positive praise when they share the toys with their friends and take turns. Children build towers using magnetic shapes and use problem-solving skills to work out where to place the next piece.

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

- The childminder works with staff to care for the children. They evaluate the provision offered, identifying improvements as they go. For instance, the childminder has reviewed the way in which outdoor space is organised to make better use of the area in all weathers. This has enabled children to access the garden on most days.
- The childminder updates her knowledge and skills by completing training, including the early years professional programme. Following the completion of the training, the childminder improved the provision offered to support children's emotional regulation. Children have a designated area where they can explore a range of sensory toys or have some quiet time away from busy areas.
- The childminder and her staff know the children well, including their likes, dislikes and daily routines. The childminder uses this information to plan and provide a wide range of activities to support all areas of learning. When children first start with her, she focuses on gaining parents trust and making sure children feel settled and secure. For those who are moving on to school or nursery, she focuses on encouraging independence skills, in readiness for the transition. Activities are generally well implemented, but on occasion the planning is not targeted well enough for younger children in particular to identify what they need to learn and how the adults can support them.
- Children are provided with a healthy diet of fresh fruit and vegetables during

their mealtimes. They wash their hands before they eat, and they are encouraged to drink water during the day. All children have good relationships with both the childminder and her staff. For instance, when the childminder notices that younger children are getting tired, they have a cuddle before they get ready for their nap.

- Children with special educational needs and/or disabilities (SEND) are well supported. The childminder works in partnership with other professionals and parents, which enables her to provide activities that are tailored to support children's sensory needs, including the introduction of messy play activities.
- The childminder monitors children's developmental progress. Where there are any gaps in children's development, she works with parents to support them in targeting those areas. Where additional funding is available, the childminder liaises with parents to decide how to best use this to support their children. Parents say the childminder provides a consistent nurturing and inclusive environment, making their children feel safe in her home.
- The childminder supports children's communication and language skills throughout the day through good levels of engagement. Children enjoy listening to familiar stories, and the childminder encourages them to talk about the tomatoes and cucumber they have recently planted. The children compare the size of beanstalk in the book to their plants in the garden.

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:

- enhance the planning of the curriculum to target more precise learning and support, particularly for younger children.

Setting details

Unique reference number	EY347730
Local authority	Surrey
Inspection number	10380517
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 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	12 June 2019

Information about this early years setting

The childminder registered in 2007. She lives in Sunbury-on-Thames, Surrey. She works with staff to provide care Monday to Friday, between 7.30am and 6pm. She operates her service for most of the year. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder, the assistant and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder spoke to the inspector about how she supports children with SEND.

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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