

Childminder report

Inspection date: 9 April 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 and welcoming home-from-home environment. She spends time getting to know children and their parents well, and ensures settling in procedures are adapted to reflect on their family needs. Children are happy, and show they feel safe and secure in the childminder's care. They confidently make independent choices from the wide range of stimulating activities the childminder provides. For instance, they enthusiastically mould and manipulate playdough into shapes. This supports the development of the small muscles in their hands and fingers.

The childminder's curriculum places a strong focus on children's developing personal, social and emotional development, and supporting their independence skills in preparation for school. She embeds this well through her daily routines and activities. For example, very young children show high levels of determination and pride in their achievements when they successfully do up the straps of their shoes. They manage their self-care needs well and know to put on a sun hat in hot weather.

The childminder encourages children to take on small responsibilities, such as helping to set up the craft activities. She sensitively encourages children to think of the needs of others, and to share and take turns. Children show impeccable manners and naturally pass their friends the resources they need. The childminder consistently praises children for their kindness to others, which helps to boost their self-esteem and confidence.

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

- The childminder regularly assesses children's on-going progress. She uses children's interests to support them to develop a positive attitude to learning. For instance, children of different ages focus intently and take pleasure in practising using tools, such as tweezers, to transport small objects into containers. The childminder skilfully adapts her teaching to suit their individual development needs. She demonstrates this well as she supports an understanding of colour, counting and number recognition.
- The childminder recognises the importance of supporting communication and language skills as a foundation for children's learning. She models some words and engages children in conversation during activities. However, on occasion, she is a little directive. She does not consistently give children opportunities to verbally express their ideas, to consistently build on their developing speech and vocabulary.
- The childminder provides children with many opportunities to explore their wider communities. For example, she takes children on nature walks and to garden

centres, which deepens their understanding of the natural world. Additionally, children participate in groups, such as singing sessions, and take pleasure in trips to a soft play café. These experiences foster their social skills and boosts their confidence in new and varied environments.

- The childminder places a strong focus on promoting children's health and well-being. For example, she engages children in discussion about the benefits of eating healthy food while they enjoy their snacks and packed lunches from home. She talks to children about the importance of cleaning their teeth and gives them reminders to regularly drink water to stay hydrated.
- Children benefit from daily exercise and fresh air. They delight in walks to the canal and climbing trees at local woods. Frequent trips to parks provide children with a wider variety of equipment to help challenge their physical abilities even further. Through consistent guidance, the childminder helps children learn how to take safe risks and develop an awareness of personal safety.
- The childminder sets clear rules and boundaries and models how to treat others with kindness and respect. Children demonstrate the good friendships they have with others and give their friends a hug when they arrive at the setting. They are kind to their peers and help them do up their sun hat ready for outdoor play. All children play happily and enjoy their time in the childminder's care.
- The childminder regularly reflects on her practice. She completes training to help update her skills and shares her knowledge with parents to help benefit their children. Recent training has helped build on her understanding of the vital role of sleep on children's development.
- Partnerships with parents are strong. The childminder speaks with them daily and shares more detailed information on their child's on-going progress through digital media. Parents share glowing feedback about the care their children receive. They highlight the wide range of activities the childminder provides and the good progress their children are making.

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 interactions with children to continually build on their developing speech and vocabulary.

Setting details

Unique reference number	EY349940
Local authority	Surrey
Inspection number	10392098
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 August 2019

Information about this early years setting

The childminder registered in 2007 and lives in Ash Vale, Hampshire. She provides care all year round, on Tuesday to Friday from 7.30am to 6pm. The childminder holds an early years qualification at level 3. She provides government funded childcare.

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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