

Childminder report

Inspection date: 28 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

Children are very settled in this warm and nurturing environment. The childminder is focused on supporting children's emotional development. She works closely with parents from the outset to gather information about the children's care routines and interests. This helps her to adapt her routines for babies' mealtimes and sleep patterns. Older children access their favourite resources, such as puzzles. They concentrate intently as they complete complex puzzles. As such, children demonstrate they feel safe and secure, smiling as they play.

Overall, the childminder sequences an ambitious curriculum that builds on what children already know. For example, she plans walks in national parks, where children observe leaves that have been eaten by caterpillars. The childminder skilfully uses themes to help children recall their learning. For instance, children recall new vocabulary, such as 'cocoon', as the childminder reads the story 'The Very Hungry Caterpillar'. Children demonstrate good recall when they discuss the eaten leaves that they saw on their recent trip to the park. This helps children to make sense of their experiences. Furthermore, the childminder helps children to remember the names of different fruits. For instance, children use their senses to feel and smell real fruits, relating to the story. This helps deepen children's understanding of the world around them.

Children behave well. The childminder observes children playing and reinforces good behaviours through praise and a calm and friendly manner. Children show a clear understanding of the childminder's rules and boundaries. They listen to the childminder well. She promotes a respectful culture in her home.

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

- The childminder uses her experience and knowledge to assess children's needs. She observes where children are secure in their development and uses this information to plan her curriculum. However, occasionally in her enthusiasm, the childminder does not give children time to build on their learning even further. For example, in some planned activities, she does not encourage children to fully explain their thinking and deepen their understanding.
- The childminder plans for every child to achieve their full potential. When children have gaps in their learning, the childminder quickly identifies these and plans targeted training to support her knowledge. For example, she researched different ways to support children's speech and language development. This helped her to put plans in place, so children received targeted support.
- The childminder supports children's knowledge of early mathematics well. She uses every opportunity to weave in counting in her daily interactions. As such, children confidently count to 10 and beyond. Furthermore, the childminder

introduces simple language, such as small and big. This helps children to begin to understand the difference in sizes.

- The childminder supports children to behave well. She is a good role model and promotes manners and taking turns. This supports children to develop secure social skills.
- The childminder promotes physical development in a variety of ways. She encourages children to practise their balance and coordination as they use stepping stones. Babies are sensitively supported as they learn to walk. The childminder gives them plenty of praise and supervises them well to keep them safe.
- Children learn to be independent. The childminder supports children to manage their personal care routines. Children know they need to wash their hands before mealtimes. The childminder uses stories and mealtime routines to teach children about healthy foods. She prepares healthy snacks and meals for the children and caters to their individual dietary needs. The childminder talks to children about the benefits of eating fruit and vegetables. This develops children's understanding of what contributes to healthy lifestyles.
- The childminder keeps children safe and ensures that the premises are secure. She teaches children the importance of using hats and sunscreen in the hot weather. This helps children learn how to be safe in the sun. However, she has not yet considered how she can begin to help children learn about online safety in an age-appropriate way.
- The childminder has developed strong relationships with parents. She shares information about their day, learning, and development. This helps parents support their children's learning and development at home. Parents say that their children flourish with the childminder's teaching skills. They are grateful for her regular updates and say that their children enjoy coming to her home.

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:

- extend opportunities for children to think deeply, engage in more complex conversations and explain their ideas
- enhance the curriculum to teach children about online safety and how to keep themselves safe when accessing the internet.

Setting details

Unique reference number	EY373375
Local authority	Surrey
Inspection number	10394673
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	6
Date of previous inspection	19 September 2019

Information about this early years setting

The childminder registered in 2008 and lives in Hersham, Surrey. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a qualified teacher. She offers government funded places for children aged between nine months and four years.

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 her 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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