

Childminder report

Inspection date: 28 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and are motivated to learn in the childminder's warm and nurturing care. The childminder gets to know each family she works with very well. She plans settling-in sessions with the families before they start. This helps her to gather information about the children when they start at her setting to support their care routines. As such, children have developed strong attachments with the childminder.

The childminder has created a well-structured curriculum that is based on promoting children's social development, communication and independence. She sequences children's learning well, embracing their interests within her planning. The childminder uses various resources to promote conversations and thinking between children. For instance, children learn the names of different dinosaurs, such as Spinosaurus. This helps children develop their vocabulary.

The childminder has high expectations of children's behaviour. She creates an environment that enables children to explore and develop their friendship skills. For example, as children create a dinosaur world, they work together to discuss what material they need to make a water scene. Children are kind and pass their friends the different pieces of felt as they lay them on the bottom of the wooden box. This helps children develop positive friendships.

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

- The childminder knows the children well. She uses this knowledge to set challenging and exciting next steps in development for children's learning. Mostly, the childminder considers their next steps within her planned activities and the resources on offer for independent play. However, at times, the childminder gives greater attention to older children during planned activities and does not consider what it is she wants younger children to learn. This means that children do not consistently benefit from the planned learning to build on what they know and can do.
- The childminder promotes children's independence well. She uses her daily routines to help teach children how to manage their self-care needs, such as washing their hands and putting on their shoes for outdoor play. The childminder gives children plenty of time to succeed. For instance, children learn to use dinosaur cutters as they press them into slices of bread for their lunch. Young children are learning to feed themselves, and older children confidently use cutlery. As such, children gain the independence they need in readiness for the eventual move to nursery or school.
- The childminder teaches children how to be respectful to others. She is skilful as she helps children learn to be gentle with their toys. For instance, as children

play with dinosaurs, the childminder gently pats the toy. Younger children mimic these behaviours. Older children are kind to the younger children and share their toys well. Children learn about kindness and sharing from a young age. As such, their behaviour is good.

- Partnership with parents is good. The childminder works in close partnership with the children's parents. She uses various methods to share information with them about their children's care and education at her setting. This helps parents to continue their children's learning at home. Parents report that they are grateful for the care that the childminder provides.
- The childminder supports children's physical development well. For instance, older children concentrate as they use one-handed tools searching for dinosaur fossils. Furthermore, younger children are encouraged to pick up small pom-poms. This helps children to develop the muscles in their hands for later writing.
- The childminder works well with her co-minder and assistants. She is committed to her own professional development and that of her colleagues. For instance, she ensures that assistants receive an appropriate induction when they start working with her. This helps them understand their roles and responsibilities. The childminder has recently refreshed her knowledge of how to develop strong attachments with children. This has helped her reflect on her process for when children start at her setting. For instance, she now staggers when new children start so that she can focus on developing a secure bond with the children.

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:

- focus more precisely on younger children's learning needs during activities to help maximise their progress.

Setting details

Unique reference number	EY377002
Local authority	Surrey
Inspection number	10399248
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	0 to 9
Total number of places	12
Number of children on roll	15
Date of previous inspection	25 November 2019

Information about this early years setting

The childminder registered in 2008 and lives in Staines-upon-Thames, Middlesex. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with a registered childminder and two assistants. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of a group activity.
- The inspector gathered comments from parents about their children's experiences at the setting.
- The inspector interacted with children during the inspection.
- The inspector spoke to the childminder's co-minder and assistants during the inspection.

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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