

Childminder report

Inspection date:

16 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children joyfully greet their friends as they arrive. The childminder provides a friendly welcome as she invites them inside. She quickly involves children in the exciting activities set up for them. The childminder teaches them about kindness and encourages children to say 'please' and 'thank you' as they play together. Children demonstrate that they feel safe and secure in the childminder's home. They cuddle with her for reassurance and she helps them feel settled. She talks to them about their families and pets at home.

The childminder recognises how to construct a broad and meaningful curriculum. She provides children with a wealth of experiences that build on their understanding of the world around them. For example, the childminder regularly takes children out in the local community. Children reflect fondly on their visits to the duck pond, which are planned to build on their interest in animals. The childminder extends this learning into her activities. She sets up exciting tray activities with lots of farm animals. Young children gleefully repeat the names of them and remember the sounds they make. Children happily engage in learning opportunities.

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

- Children have a wealth of opportunities to engage in interesting story times. The childminder reads stories with enthusiasm. Younger children are absorbed by the props the childminder uses to immerse them in the story. Children are keen to look at books independently and look at the pictures with their friends. Furthermore, the childminder takes children to the library to explore a broad range of texts. The childminder consistently promotes a love of reading for children.
- The childminder uses a range of resources and activities to build on children's different skills. For example, as children scoop oats into small containers, she supports younger children's communication by providing them with new language as they play. She extends learning further for older children and talks to them about units of measure and capacity. Children secure this knowledge and begin to describe their containers as 'full' or 'empty'. Children also begin to recognise different shapes as they play. The childminder praises them as they identify them correctly. Children begin to use new words that demonstrate an understanding of mathematical concepts.
- The childminder has expectations for children's behaviour. She teaches children about kindness and respect for those around them. Occasionally, when children have a disagreement, the childminder does not support them to understand the implications of their actions on others. This means that children do not consistently receive messages that increase their understanding of what is

expected of them. Despite this, overall, children behave well.

- Children learn to be independent. The childminder encourages children to do tasks for themselves. For example, from a very young age, children try hard to put their own shoes and coats on. Children also learn to wash their hands independently, and the childminder teaches them why it is important to wash off germs. At snack time, the childminder talks to children about nutritious foods and staying hydrated. Through interactions such as these, children begin to learn about elements of a healthy lifestyle.
- The childminder is committed to her professional development. For example, she has recently engaged in training to enhance her knowledge of all areas of learning. The childminder also recognises how training has improved the delivery of her mathematics curriculum. This means that teaching standards are consistently raised for children.
- Parents provide positive feedback about the communication they receive from the childminder. They feel well informed through the comprehensive progress reviews she provides to them. The childminder shares information with parents about what children have been learning and what she plans for them to learn next. The childminder also provides books and resources for children to take with them to further extend their learning at home. Partnerships with parents are strong.

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:

- support children to begin to understand the implications of their actions on others.

Setting details

Unique reference number	EY385129
Local authority	Surrey
Inspection number	10399250
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 November 2019

Information about this early years setting

The childminder registered in 2009 and lives in Stoneleigh, in Epsom, Surrey. The childminder provides care on Monday to Thursday, between 8am and 5.30pm, all year round. She provides government-funded early education to all eligible children.

Information about this inspection

Inspector

Nicola Houston

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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the 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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