

Childminder report

Inspection date: 20 March 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 demonstrate high levels of emotional well-being. Relationships between the children and childminder are built on strong and secure attachments. Effective settling-in procedures allow the childminder to gain a good understanding of the individual care needs of children, so that she can quickly meet these. Children show that they feel safe and secure. They explore their surroundings with enthusiasm and respond well to the childminder's caring approach.

Children of all ages approach their learning with a positive attitude. They are confident learners and persevere when challenges occur. They play well together and understand the need to share and take turns. The childminder gives them meaningful praise for their good behaviour and individual efforts. This helps them to develop a positive sense of themselves.

Children successfully develop the skills they need for the future. The childminder has designed an ambitious curriculum to ensure that all children make progress from their starting points. She regularly assesses their learning to evaluate what they know and can do, and to identify any emerging gaps. She uses this information to plan their next steps and provide targeted support when needed. Children are eager to participate in activities, demonstrate a broad vocabulary, use numbers in their everyday play and develop a strong understanding of the importance of leading a healthy lifestyle.

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

- The childminder promotes children's mathematical development well. She provides fun and engaging games to help children recognise and match numbers. For instance, children count the number of dots on a dice and match them with the corresponding numbers. Older children confidently count to 20 and accurately match numbers to six.
- The childminder provides a language-rich environment with numerous opportunities for children to develop their speaking and listening skills. Songs, stories and rhymes are an integral part of everyday routines. Children listen with interest to stories and eagerly sing and dance along to songs and rhymes.
- Overall, teaching is good. The childminder plans engaging activities to support children's learning across all areas of development. However, when planning some adult-led activities, she does not always consider precisely what children need to learn next. As a result, some activities become overly complicated, resulting in some children losing interest and not fully benefiting from the learning experiences
- The childminder has high expectations for children's behaviour and conduct. Children are encouraged to recognise different emotions and how to manage

these. For example, when children become frustrated, the childminder helps them to manage their feelings, while supporting them to understand how their behaviour impacts on others. She acts as a positive role model and sets clear rules and boundaries to help children stay safe. Children demonstrate a strong understanding of the rules and their importance. For instance, when they see others running indoors, they remind them to use 'walking feet'.

- The childminder places a strong focus on children's physical well-being. She ensures that they have a wide range of experiences to be physically active. For example, she encourages them to play outdoors and takes them on regular visits to local parks. Children develop a good understanding of the importance of leading a healthy lifestyle. For instance, they make healthy food choices and follow good hygiene practices, such as washing their hands regularly.
- Overall, the childminder encourages children to complete tasks independently. For example, children dress and undress themselves, complete personal care routines and tidy up after play. However, she does not consistently encourage children to fully develop their self-help skills, such as providing them with opportunities to drink from an open cup during mealtimes.
- The childminder has built good relationships with parents. She ensures that she communicates with them daily so that they are aware of the activities the children have enjoyed. Parents comment that their children have made good progress since their starting points, especially in communication and social skills.
- The childminder is reflective on her practice and completes appropriate training sessions and webinars. She identifies specific training to support the needs of the children in her care, including how to support children with special educational needs and/or disabilities. This helps her to meet the individual care needs of children even more effectively.

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:

- identify more precise learning intent for some aspects of the curriculum, and use this to enhance teaching further
- provide even more opportunities for children to develop independence, such as drinking from an open cup during mealtimes.

Setting details

Unique reference number	EY386470
Local authority	Surrey
Inspection number	10388801
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	30 July 2019

Information about this early years setting

The childminder registered in 2008 and lives in Egham, Surrey. She offers care Monday to Thursday, between 7.30am and 5pm, for most of the year. The childminder works alongside her husband, who is a co-childminder. The childminder receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector
Ingrid Howell

Inspection activities

- The inspector carried out a learning walk to discuss the childminder's curriculum, including how the childminder assesses and plans for children's learning.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector took account of the views of parents through written feedback provided.

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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