

Childminder report

Inspection date: 27 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are content in the homely environment that the childminder creates. The childminder is nurturing and caring, which helps children to develop a secure bond with her. Children feel safe to express themselves, knowing the childminder will listen to their needs.

The childminder provides plenty of opportunities for children to learn about the community they live in. She recognises the benefits of providing children with various opportunities outside her setting to help them develop their social skills with others. For example, the childminder takes children to local playgroups and planned meetings with other childminders and children. This helps children to learn about other people and build their early friendships. Children demonstrate a love of reading as they choose their favourite stories to read with the childminder. She also sings songs and rhymes with the children to help develop their communication skills further.

The childminder has high expectations of children's behaviour. She sensitively supports them to build relationships with each other. The childminder plays alongside the children and models how they can be caring towards each other. For example, they talk about everyone having a turn with the trains as they build a train track.

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

- The childminder teaches children about mathematical concepts through play. For example, children enjoy learning how to stack wooden blocks to build towers. The childminder uses language such as 'tall' and 'heavy'. This supports children's understanding of mathematical vocabulary. In addition, the childminder introduces early counting for younger children as they play with the toy ducks in the water tray.
- The childminder has developed a good curriculum. She focuses on children's communication and their emotional and physical development. This ensures they have the skills they need to support their future learning. However, at times, the childminder tries to teach children too much at once and does not build on what they already know. This means she does not focus her teaching precisely enough on the things that she wants children to learn from an activity in order to fully support their progress.
- The childminder is skilful at supporting children's behaviour and emotional development. As children play, she encourages them to help each other as they build an obstacle course. This helps children to develop their turn-taking and fosters their positive relationships.
- Children with special educational needs and/or disabilities (SEND) are supported

by the childminder to thrive and feel safe. The childminder has strong partnerships with parents and other professionals so that she can meet all children's needs. All children, including children with SEND, are well supported to make progress from their starting points.

- Children become increasingly independent. The childminder gives children plenty of time and praise to succeed in daily routines. For instance, toddlers help find their boots before outdoor play and put them on with little help. Children confidently feed themselves at mealtimes. This helps children develop their self-care skills for when they move to school.
- Children are provided with daily opportunities to play outside in the fresh air. They learn how to develop their coordination when using the ride-on cars. The childminder arranges her environment to support toddlers' physical development. For example, toddlers learn to use the steps in the garden safely. They have ample room to move around and develop their balance. This enables children to become confident in learning how to walk.
- The childminder seeks a range of information from parents before children attend. She uses this information to make initial plans for children's learning. In addition to verbal feedback at the end of the day, she shares children's next steps for learning. This enables parents to continue children's learning at home. The childminder also works with other settings that the children attend to ensure children are supported consistently. This supports each child's development effectively.
- The childminder continues her professional development. She liaises with other childminders and completes training courses. For example, she has undertaken training about how to use visual props to support communication with children. This helps children to communicate their feelings.

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 the planning and delivery of activities to build on children's existing knowledge and skills.

Setting details

Unique reference number	EY393375
Local authority	Surrey
Inspection number	10376075
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 May 2019

Information about this early years setting

The childminder registered in 2009 and lives in Lingfield, Surrey. She operates during term time, from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder offers government funded places for children aged between nine months and four years. She holds an early years qualification at level 6.

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 their 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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