

Childminder report

Inspection date: 4 September 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

The childminder's loving and gentle approach helps children to feel very much at home in this setting and form very close bonds with the childminder. She models the behaviour she expects in her interactions with children. Children behave well as they learn to cooperate, share and be considerate towards each other. The childminder provides children with instant recognition when they behave in the expected way. For example, they punch the air in triumph. Children's well-being is high.

The childminder's curriculum is ambitious and supports children to make independent choices through open-ended, creative play. For instance, they enjoy exploring sensory resources, such as ribbons and scarves and playing peekaboo games. Children show high levels of curiosity and can focus for extended periods on activities that they find enjoyable. For instance, children show a huge interest in songs and exploring musical instruments.

Children develop their physical skills well through the good range of activities and experiences the childminder provides. They learn to build towers with construction blocks and navigate balls and cars down ramps. Outdoors, the childminder takes children regularly to parks and for walks around the local community.

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

- The childminder has a deep understanding of children's development and what she wants them to learn. She plans for children to be confident, independent and sociable when they leave her setting. Children are motivated by the activities the childminder provides. They show perseverance and keep trying when things are more difficult. For example, children receive guidance and support to pinch the castanets when exploring the instrument.
- The childminder supports children to develop communication and language well, overall. As she plays with children, she introduces vocabulary and repeats back words to support language development and understanding. The childminder is a keen communicator with the children. However, due to this enthusiasm, she does not, at times, give children enough opportunity to practise attempting to repeat and use the new words they have heard to enable them to continue to build on their vocabulary and communication skills.
- The childminder has a good understanding of each child's learning needs. She develops her curriculum around these and adapts her teaching so that it is relevant to each child. This helps ensure that children are supported consistently and provided with meaningful learning experiences.
- The childminder is reflective and regularly seeks parents' views to identify the setting's strengths and areas for improvement. Written feedback from parents is

highly complimentary, stating that their children are making good progress. Parents have good bonds with the childminder and feel comfortable leaving their children in her care.

- The childminder understands the importance of continuous professional development. She precisely identifies gaps in her knowledge and what areas of her practice she wants to develop further. The childminder tailors her training on topics to keep abreast with any changes in childcare practice, such as safer sleeping. She ensures that her training and qualifications are up to date, and she is part of a group of local childminders who help to provide support for each other.
- The childminder encourages children to live healthy lifestyles. She ensures children have balanced, nutritious meals and shares information with parents about visiting the dentist to support consistent oral hygiene practices at home.
- The childminder understands the importance of sharing information with other professionals involved in children's care. She establishes links with other providers the children attend, sharing transition reports and next steps in their learning. This approach provides children with consistency in their education and care when attending another setting.

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 support for children to build on and practise their emerging communication skills.

Setting details

Unique reference number	EY395924
Local authority	Surrey
Inspection number	10407770
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 1
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 January 2020

Information about this early years setting

The childminder registered in 2009. She lives in Hersham, Walton-on-Thames, Surrey. The childminder operates Monday to Thursday, 8am to 5.30pm, all year round. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Shona Allerton

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- 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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