

Childminder report

Inspection date: 17 April 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 form close attachments with the childminder and show high levels of emotional well-being. The childminder takes time to settle new children into her home and builds strong, trusting relationships with both the children and their families. She knows the children well, including what makes them unique. She is responsive to their needs, offering cuddles and reassurance when needed. As a result, children are settled, confident learners who feel safe and secure. This is evident as they move independently around the childminder's home, confidently choosing what they want to play with.

Children benefit from many opportunities to support their communication and language skills. Throughout activities, the childminder provides a commentary, models good conversational skills, and introduces new vocabulary. Children engage effectively in conversations with the childminder, who listens with interest and values what they have to say. Subsequently, children develop good-speaking skills. They talk confidently about their previous experiences, such as when they visited the farm.

Children demonstrate a positive attitude to learning. The childminder provides them with a variety of engaging and stimulating activities to encourage them to explore, investigate and find out new things. For example, children enjoy collecting flowers during a walk, which they later use to create Easter-themed pictures. When they struggle to glue the flowers onto their artwork, the childminder suggests that they add more glue or remove the petals to make it easier. The children do this and show pride in their achievements when they succeed. These positive interactions help children build on their problem-solving skills and develop an understanding that trying different ways of doing things can lead to success.

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

- The childminder has developed an ambitious curriculum to ensure that all children make good progress from their starting points. On entry to her setting, she gathers information from parents about what children already know and can do. She completes regular assessments to monitor their progress and identify any emerging gaps in their development. This allows her to provide targeted support when necessary.
- Overall, the childminder knows the children in her care well, including their starting points and their current levels of development. However, when planning children's next steps, she does not always clearly identify the specific skills or knowledge they need to develop. As a result, the curriculum is not always consistently well-sequenced to ensure it focuses precisely on what individual children need to learn next.

- The childminder supports children's early literacy skills effectively. She provides a wide range of experiences that nurture a love of reading from an early age. For example, she takes children on regular visits to the library, encourages parents to read with them at home, and frequently shares stories with children. As a result, children enjoy listening to stories and engage actively. They confidently describe what they see and make predictions about what might happen next.
- The childminder has high expectations for children's behaviour and conduct. She acts as a positive role model and sets clear, age-appropriate expectations, such as using kind hands and feet and demonstrating good manners. Children behave well and respond positively to the childminder's guidance. They are polite, kind, and consistently use good manners.
- The childminder is committed to ensuring that children develop a good understanding of the importance of leading a healthy lifestyle. She makes sure that children benefit from regular fresh air and exercise through frequent visits to parks and playgrounds. The childminder also provides healthy snacks, such as banana and oat milk smoothies, and teaches children the importance of washing their hands regularly.
- Partnerships with parents are strong. Parents speak positively about the care their children receive and comment on how much their children enjoy their time with the childminder. They recognise the progress their children are making and appreciate the effective communication the childminder maintains with them.
- The childminder has completed all mandatory training to ensure she has a good knowledge and understanding of how to promote children's safety and welfare. However, although she recognises the importance of training to enhance her professional knowledge and understanding, she has not yet accessed further training to enhance the quality of teaching.

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:

- enhance the sequencing of the curriculum to focus more precisely on what children need to learn next
- explore further opportunities for professional development to continually enhance practice.

Setting details

Unique reference number	EY397231
Local authority	Surrey
Inspection number	10392168
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 August 2019

Information about this early years setting

The childminder registered in 2009. She lives in Addlestone in Surrey. The childminder has an appropriate early years qualification at level 3. She works Monday to Friday from 7.30am to 6.30pm, all year round.

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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