

Childminder report

Inspection date: 30 June 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 have strong bonds with the childminder, who is kind and caring. She knows the children well and plans a wide range of activities to engage them in their learning. The childminder's regular communication with parents ensures that she can meet children's needs and provide consistency between the home and her setting. This means children make good progress from their starting points.

The childminder has high expectations for children's behaviour. She plans activities to help them learn to share and take turns. For example, children wait for their turn to roll the dice when playing a matching game. Children show that they feel safe and secure. They react positively to the praise they receive from the childminder and seek her out if they need reassurance.

The childminder plans new experiences for children. She takes them on different trips, such as to local outdoor areas and the farm where they learn about their world around them. Regular visits to local playgroups provide children with opportunities to develop their social skills and to use a wide range of equipment. This includes developing their physical skills as they ride on bikes and use a variety of playground equipment. The childminder also plans her garden area well and she provides children with further opportunities to explore and develop their social and physical skills. For instance, children laugh as they chase bubbles and jump as they try to pop them.

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

- The childminder plans a balanced curriculum that focuses on developing children's progress in all areas, including communication and language, maths, social and physical skills. She regularly assesses the children and tracks their development. She uses this information to plan for the children's next stage in learning.
- The childminder is passionate about her work and is committed to supporting children with their development. She keeps her mandatory training up to date and completes additional courses. For example, since completing recent training about language rich environments the childminder has included activities that promote both speaking and listening skills. She has a network of other childminders who support each other and share ideas.
- Children learn about oral hygiene and the role of the dentist. The childminder teaches children how to keep themselves safe when out and about, for example, when they are crossing the road or near water. The childminder is quick to identify risk. For example, children try to leave their seats when eating snack and she quickly reminds them they need to sit down while they eat. However, she does not explain to children the reason for these instructions to help children

to understand how to manage risks themselves.

- The childminder supports children's communication and language well. She regularly sings and reads with the children. She recognises children communicate more when outdoors. Therefore, she provides plenty of opportunities for the children to explore nature and talk about the world around them. Children who speak other languages are encouraged to speak their home language. This supports children to understand and celebrate the differences between themselves and other people and promotes a sense of identity and belonging.
- Children's mathematical development is supported particularly well. The childminder consistently encourages children to count and recognise numbers in the environment. For example, the childminder encourages children to count out the correct quantity of objects to match the number on the dice. This builds on children's understanding of mathematical concepts.
- The childminder plans a wide variety of activities for the children. She considers the children's individual stage of development. For example, older children complete planned activities to support their transition for school. However, the childminder has not considered how she can challenge the older children through everyday activities. This means, at these times, children are not challenged to make further progress.
- Children's independence is supported well. From a young age the childminder encourages children to look after their self-care needs. During snack time, children understand they need to wash their hands before they butter their toast. This helps children to develop their confidence and self-esteem.
- The childminder plans activities to support children's knowledge and understanding of the world. For example, children are keen to show the aubergine that they have been growing, and understand that it needs water to help it grow. They show excitement when they see one of their strawberries has turned red.

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 further develop their understanding of identifying and managing risks for themselves
- ensure all learning opportunities challenge older children to support them to make the best possible progress in their learning and development.

Setting details

Unique reference number	EY412276
Local authority	Surrey
Inspection number	10394514
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	6
Date of previous inspection	10 September 2019

Information about this early years setting

The childminder registered in 2010 and lives in Ashford, Middlesex. She provides care Monday to Thursday from 7.30am to 5.30pm and Fridays 7.30am to 1pm term time only.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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