

Childminder report

Inspection date: 19 May 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 has high expectations for children to progress well. For instance, she supports children to build on their conversations, such as when they share what they have been up to at the weekend. Children talk confidently to the childminder and their friends, and respectfully listen when others are talking. This helps them to develop their social skills and take part in back-and-forth conversations. Additionally, the childminder supports them to develop their language skills. She introduces new words as they engage in their learning. This includes describing celery as 'crunchy' as they prepare their snacks. This prompts children to think of their own way to describe the food, such as 'bumpy'. This enables them to develop their vocabulary and practise using a range of words.

The childminder supports children to learn how they are expected to behave. For example, when children run around inside, the childminder encourages them to stop and think about the rules for running. Children show they are familiar with these rules by talking about how they are allowed to run outside. She also encourages them to join in with the daily routines, such as tidying up after themselves when they have finished an activity. Children respond positively and they enjoy trying to see who can put the toys away the fastest as they busy themselves with this task.

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

- The childminder has a good understanding of the skills and knowledge she wants children to gain during their time with her. She ensures that she gathers appropriate information from parents before children start with her, which enables her to build secure bonds and get to know them well. She uses their interests to support their continued learning and she regularly tracks their development. This enables her to identify what children have learned and what she wants them to learn next so she can plan for their continued learning.
- Overall, the childminder successfully builds on activities to promote children's all-round development. For instance, she encourages children to complete a caterpillar colour matching activity to extend their understanding of patterns and colours. When children show an interest in counting the pieces, she provides them with appropriate support to enable them to complete this task. This helps children to develop their knowledge of number sequences. However, the childminder does not always plan quite as effectively for the youngest children. Although, all children enjoy the range of activities and experiences, she does not consistently support the youngest children to engage in purposeful play and learning. This does not fully enable them to make the progress they are capable of.
- Children are supported to become independent in their self-care skills. For

example, they know to take their shoes off when they go into the childminder's cabin. They show a good attitude as they routinely complete this task by themselves. The childminder also encourages them to make their own snacks and pour their own drinks, which helps them to meet their own needs.

- The childminder provides children with opportunities to develop their literacy skills. For example, she supports them to recognise their names on named cups and registration photos. She also encourages them to develop a love of reading by regularly sharing books with them. Children show that this is a familiar routine as they enthusiastically help to tell the story, which enables them to recall what they have learned.
- Children benefit from good support from the childminder to build on their physical skills. For instance, the childminder encourages them to use tongs as they choose which items they want to eat for their snack. They also enjoy spending time watering the flowers in the garden using spray bottles. This provides children with opportunities to strengthen their hand muscles for later writing skills.
- Parents report that the childminder is very welcoming. Children are happy and settled, and they are excited to attend. The childminder provides good support for children to make progress in their development, and children are eager to share what they have learned. Parents receive effective communication from the childminder about where their child is in their development, the daily routines and activities, and ideas for home learning. This enables parents to be well informed and provides children with consistency in their progress.

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:

- develop further the planning and provision for the youngest children to consistently support them to engage in purposeful play and learning.

Setting details

Unique reference number	EY429124
Local authority	Surrey
Inspection number	10388332
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 3
Total number of places	3
Number of children on roll	6
Date of previous inspection	8 July 2019

Information about this early years setting

The childminder lives in Epsom, Surrey. She works Monday to Friday from 8am until 6pm, all year round except for family holidays and bank holidays. The childminder holds a relevant level 3 qualification in childcare.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared written 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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