

# Childminder report

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Inspection date: 20 March 2025

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled in the childminder's home-from-home environment. From the outset, the childminder gathers information from parents about their children's interests and care routines. This enables her to follow the children's sleep patterns from home. This helps children to become familiar with her setting and feel safe and secure.

The childminder plans her ambitious curriculum around the needs of the children. She organises her environment to support children in their learning. As such, children settle quickly into their chosen play. For example, they explore the small world toys with ease. They pick up the various toys and show the childminder as they say 'red bus'. She skilfully extends this to a 'red London bus'. Furthermore, children recognise a 'policeman' and she repeats a 'blue policeman'. This helps broaden children's early vocabulary.

The childminder has high expectations of children's behaviour. She is respectful and has excellent relationships with the them. Children behave well. Older children are kind to the younger children and often join in with their games. For example, children giggle as they play 'catch' with each other. The childminder plans group activities to support children to understand and practise sharing and taking turns. This helps children to develop their early friendships.

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

- Children have a strong awareness of the world around them. The childminder has created a world book where 'Bobble the Bear' travels to the different countries that the children are from. For example, the childminder teaches children about 'The Eiffel Tower' in France and traditional foods such as 'croissants'. This helps children to understand other people's cultures and traditions.
- The childminder uses ongoing observations and assessments to track children's progress, to identify what they need to learn next. For instance, she provides a safe environment where babies can practise their early walking by cruising around the furniture to develop their large-muscle groups. Overall, the activities the childminder plans support children to make good progress towards their next steps in learning. However, the childminder does not always challenge more-able children to extend their knowledge to help them make the best possible progress.
- The childminder is a good role model. Children are very comfortable and familiar with the childminder's routines. Older children demonstrate high levels of confidence as they introduce themselves to visitors. Children know what is expected of them and behave well.

- The childminder supports children's understanding of different mathematical concepts. Children explore and experiment with different shapes in a painting activity. The childminder introduces the different names of the shapes, such as heart, square and circle. Furthermore, the childminder sings number rhymes with the children. She uses the rhymes to teach children how to count up to 10. This helps children to develop their early mathematical skills.
- The childminder supports children's health and well-being effectively. She ensures that children take regular naps and develop healthy habits, such as washing their hands before mealtimes.
- The childminder provides plenty of opportunities for children to learn about the community in which they live. For example, children visit National Trust sites and parks. This helps them to learn about the wider world around them.
- The childminder supports children's behaviour well. She is calm and responsive to the children's individual needs. The childminder gives children clear messages about her expectations for behaviour. As a result, children know the routines and behave with respect and consideration for their environment and their friends.
- Parents provide positive feedback about the childminder. The childminder shares a range of information with them so that they can help their children at home. Parents are very pleased with the progress their children have made.
- The childminder has continued her professional development. She liaises with other childminders and develops her knowledge through research. For example, she has deepened her knowledge on the importance of secure attachments in the early years. This has helped her to develop her settling-in sessions for new starters.

## 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 of activities, to consistently challenge more-able children so they can make the best possible progress.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY431183                                                                          |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10380686                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 19 June 2019                                                                      |

## Information about this early years setting

The childminder registered in 2011 and lives in West Molesey, Surrey. She operates all year round from 8.30am to 4.30pm, 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 a childcare qualification at level 3.

## 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 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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