

Childminder report

Inspection date: 13 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

Children have great fun and make good progress at this welcoming setting. The childminder thinks carefully about what children enjoy and what they are interested in. She is enthusiastic, which makes activities enjoyable and interesting, with children eager to take part. They happily join in with group games. The childminder adapts activities, which enables all children to take part according to their capabilities and needs. For example, younger children enjoy the sensory feel of the sand, while older children carefully hide items in the sand for their friends to find. The childminder is a positive role model, showing kindness and respect to children at all times. She is warm and gentle, which has a positive impact on the way children behave and treat each other. Children go to her for comfort when they are feeling a little unsettled. When this happens, the childminder immediately offers comfort and helps children to feel safe and secure.

The childminder provides clear boundaries and sets high expectations for children's behaviour. She encourages children to use their manners and care for each other. Children develop strong bonds with the childminder. They enjoy their time with her and have lots of fun. Children demonstrate their engagement in activities when they say, 'Oh, can we do that again!'

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

- The childminder ensures that her skills are up to date and regularly shares and receives good practice ideas from other childminders. She is aware of her statutory duties, such as carrying out children's progress check between the ages of two and three years. Activities are carefully planned to help her identify any gaps in children's learning, and she can then swiftly address them.
- The childminder is passionate about her role, and children are making good progress in their learning. She plans a varied curriculum that, overall, meets the learning needs of all children. However, on occasion, the childminder does not always recognise when to further extend children's learning. For example, the childminder does not always encourage more able children to use their problem-solving skills, such as during ball games when they want the balls to go faster and further down the slide. Consequently, children's learning can be more incidental rather than purposeful.
- The childminder shares daily information with parents. She builds a strong relationship with them. Parents are pleased with the service that the childminder provides. However, the childminder has not yet established links with other settings children attend, such as pre-school. This means that continuity of learning is not always best supported.
- The childminder supports children's emotional well-being effectively. She spends time talking to children about how they are feeling and recognises when they

need support. Children are provided with information on the daily routine, such as when activities will be beginning or ending. This enables children, particularly younger children and those who struggle with transitions, to have an understanding of what will be happening next.

- The childminder supports children's communication and language development. During play, she provides a narrative, repeating back to children the things they have said to support their pronunciation and modelling the correct language. Furthermore, the childminder uses children's enjoyment of stories and songs to further support their language skills. They are given enough time to respond to the childminder's questions. This allows children to process their ideas and offer their own opinions.
- Children develop a strong understanding of healthy lifestyles. The childminder encourages children to be active in their play by wholeheartedly joining in with them. Children climb the steps to the slide and jump up high to catch balls and bean bags. They are provided with a healthy home-cooked nutritious meal and enjoy snacks of fruits and vegetables. The childminder uses occasions such as mealtimes and snack time to talk about the benefits of eating healthily.
- The childminder promotes diversity effectively. She celebrates children's heritage well. Children read books and take part in activities that reflect cultures other than their own. She gathers information from parents about the language and celebrations that are followed at home. This helps children to foster a sense of belonging and prepares them for life in modern Britain.

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 practice to support children to increase the use of their problem-solving skills
- establish relationships with staff at other settings that children also attend to enable a shared approach to their learning.

Setting details

Unique reference number	EY460026
Local authority	Surrey
Inspection number	10398256
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 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	10 October 2019

Information about this early years setting

The childminder registered in 2013 and lives in Horley, Surrey. She cares for children Monday to Thursday from 7.30am to 5pm, all year round. She works with two other registered childminders. The childminder provides government funded early education places for children aged from nine months to four years. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The inspector observed the quality of interactions between the childminder and the children.
- The inspector took account of the views of parents.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for her curriculum.
- Children spoke to the inspector at appropriate times to give their views.
- The inspector and childminder carried out a joint observation.

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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