

Inspection of Clack, Katie Joanne

8 Monks Crescent, Walton-On-Thames, Surrey KT12 2AH

Inspection date: 24 September 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 truly sit at the heart of everything the dedicated childminder does. They are very happy, at ease and confident. The childminder's attentive and nurturing approach enables children of all ages to feel safe and secure. Children move around the playroom purposefully, demonstrating a strong sense of belonging. From the start, the childminder gathers information from parents and carries out home visits to gain a deeper understanding of each child's experiences. She draws on her extensive knowledge to support children's ongoing well-being.

The childminder's well-thought out curriculum prioritises children's communication, social skills and independence. This gives children a strong foundation for future learning and prepares them well for their eventual move to school. The childminder observes children closely as they play and makes accurate assessments of their progress, which helps to inform her planning and practice. For example, she successfully nurtures children's growing love for books. Children listen attentively as she reads with great expression and move onto independently selecting their own favourite books. They recall facts and details with impressive accuracy, showing their enthusiasm for learning.

Through positive encouragement and consistent praise, the childminder fosters children's perseverance, resilience and pride in their achievements. Well-established routines help children understand what to expect next. For instance, they confidently tidy up their toys when the childminder reminds them it's snack time. This helps to create a productive and respectful atmosphere where children thrive.

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

- The vibrant and appealing indoor and outdoor environments effectively promote children's critical thinking skills. Children freely make independent choices in their play and concentrate well on their activities. For example, they carefully stack blocks on top of each other to build towers and invite others to join in their play. When the towers fall, without prompting, they instinctively cooperate to test out new ideas and work together to create even taller and stronger structures. This demonstrates when given time and space, children connect their prior knowledge and benefit from learning alongside one another.
- The dedicated childminder demonstrates an extensive knowledge of child development and provides meaningful, real-life opportunities for children to acquire essential life skills. For instance, younger children delight in pouring water down sloping guttering in the garden, practising repeatedly until they become increasingly competent. The childminder recognises and celebrates these achievements, encouraging children to transfer their skills to other contexts, such as pouring their own drinks from a lidded jug at mealtimes. As a

result, children's self-help skills develop exceptionally well.

- Children receive high quality support to develop their language skills. The air is filled with lively conversations. They proudly contribute to these two-way discussions by sharing their home experiences. For example, children use family photograph in books to enhance their small-world play. They recall events, which they describe with enthusiasm. The childminder shows genuine interest and asks skilful questions to provoke children's thinking, allowing them time to reflect and respond. She consistently introduces new words, which helps children broaden their language and communication skills.
- Thorough assessments clearly identify children's individual strengths and any areas where they may need a little more support. However, on occasion, during adult-led activities, the childminder does not always tailor her teaching closely enough to her detailed knowledge of each child's existing understanding. At times, she introduces too many concepts in one go, which does not always help children consolidate or deepen their learning to reach their highest potential.
- Reflections of the provision on offer guide the childminder to continually enhance her knowledge to further enhance children's learning experiences. For example, after attending child signing training, she has significantly strengthened children's language and focus skills. The childminder incorporates signs into children's play and daily routines, which supports younger children's understanding and also provides them with valuable opportunities to express themselves more confidently.
- Parents are highly complimentary about the education and care the childminder provides. They particularly value the loving, home-from-home environment. Parents are kept well informed about their children's experiences and progress through regular updates and learning journeys, which include photographs and observations. These help families to reinforce children's learning at home. Parents also comment positively on how effectively the childminder works in partnership with them to address areas where children may need extra support. This individualised approach has a significant impact, particularly in strengthening children's physical, social, emotional and independence skills.

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:

- refine planning and teaching to precisely match children's individual learning needs and supports children's even stronger progress.

Setting details

Unique reference number	EY433616
Local authority	Surrey
Inspection number	10407941
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	5
Name of registered person	Clack, Katie Joanne
Telephone number	07970 072672
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 2011. She lives in Walton-on-Thames, Surrey. The childminder operates Monday to Thursday, from 8am to 5.30pm, all year round, except for family and bank holidays. The childminder is eligible to receive funding to provide free early education for children aged nine months to four years. She works in partnership with her husband, who is also a registered childminder.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke with 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 and the inspector carried out a joint observation of a group activity.
- Parents shared their 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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