

# Childminder report

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Inspection date: 16 December 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### **The provision is good**

Children are happy and enjoy their time at the setting. The childminder creates a warm and inviting environment that feels like home for children. She knows children well and builds trusting relationships with them. This helps them to feel safe and secure.

Children are encouraged to choose their own learning opportunities. The childminder offers children a range of activities for them to do. By following their own interests, children develop a positive attitude to their learning. Children show high levels of concentration and engagement. They become deeply absorbed in their play. The childminder's encouragement and enthusiasm inspire children to stay focused and enjoy learning.

The childminder uses rich language around the children in her care. She narrates play for younger children effectively. For example, she repeats words such as 'tap' and 'bang' as they explore play dough. The childminder asks older children questions for them to share their thoughts and ideas. This helps children to become confident communicators.

Children benefit from regular opportunities to play and explore outdoors. For example, they regularly make use of the local play parks, farms and museums to learn about the wider world. Children also enjoy spending time in the garden, practising their physical skills such as jumping on the trampoline.

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

- The childminder consistently and skilfully weaves mathematics into children's play and learning. For example, she encourages children to compare the sizes of animals and uses language such as 'smallest' and 'biggest' to help them to place them in size order. Children use these skills during play naturally. They comment on the quantity of items and use their fingers to indicate the correct number.
- The childminder encourages children to re-read books that they love. This helps children learn phrases and new words and remember them. For example, children love the story of 'The Gingerbread Man'. They recall what happens and repeat refrains with the childminder, such as, 'Run, run as fast as you can.' This supports them to develop good early literacy skills.
- The childminder has an accurate view of what children already know and what they need to learn next. She puts appropriate support in place to meet children's individual needs. The childminder interacts with children effectively, and overall teaching is good. For example, during her discussions with children she asks them questions to check what they know and remember.
- Older children learn to be independent. They make independent choices in their

play and at meals. The childminder encourages older children to prepare their own meals as they make sandwiches and chop up their fruit and salad. However, the childminder does not adapt these routines to consider and encourage younger children's full involvement. This means that younger children do not benefit from building on their learning at these times along with their older friends.

- Children behave well. Older children know the expectations and boundaries the childminder has for them. They listen to what the childminder says and respond swiftly to requests and instructions. The childminder helps older children to understand the impact of their behaviour. She skilfully supports children to learn about risks while keeping safe. For example, she reminds children that knives can be sharp and teaches younger children to climb down from chairs safely.
- Parents have high regard for the childminder. They appreciate how the childminder is reliable, compassionate and dedicated to her role. They are pleased with the progress their children make in their social skills, confidence and independence. Parents are informed regularly about their children's day-to-day activities and the varied diet the childminder provides. This supports parents to continue their children's learning at home.
- The childminder is committed to professional development. She takes steps to build on her own knowledge and skills. For example, she accesses online training to learn about child development. This ensures that her practice remains current and effective.

## 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 planning of daily routines to more consistently support younger children to be fully involved and extend their skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2692095                                                                           |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10367758                                                                          |
| <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 4                                                                            |
| <b>Total number of places</b>                      | 3                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in Worcester Park, Surrey. She operates from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has a qualification in childcare.

## Information about this inspection

### Inspector

Shona Allerton

### Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The inspector observed the interactions between the childminder and the children.
- 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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