

Childminder report

Inspection date: 24 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive eager to begin their day with the childminder and any assistants she works with. Children develop good relationships with the adults, which they build, such as through the effective settling-in sessions. This enables children to separate from their parents with ease and to feel safe and secure. Children learn about life cycles, such as that of a caterpillar to a butterfly. They enjoy listening to stories and gain new vocabulary, such as 'cocoon', helping to extend the number of words they know and understand. The childminder builds on learning, linking the food the caterpillar ate, to the fruit they prepare for snack.

Children recall aspects from their home lives with support from the childminder. For example, they talk about their family members and those important to them. This contributes to strengthening children's communication skills, as well as their sense of belonging. Children learning more than one language receive effective support in understanding their home language and learning English. The childminder uses different languages when speaking with children, helping all children to understand similarities and differences. Children learn about their safety and that of others. They begin to understand the rules for crossing roads safely, such as while on outings. For example, children recognise the need to stop, look and listen before stepping off the pavement.

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

- The childminder and any assistants she works with, clearly know children's care and learning needs. They understand their family make-up and how best to support not only the child but the family. The childminder uses an effective system for observing and assessing children's learning and uses the information to plan for what children need to learn next.
- The childminder devises an effective curriculum that she sequences successfully overall. This enables children to develop the skills and attributes they need to gain. However, the childminder does not consistently think through the activities for all ages, to make sure that children learn the most from intended experiences.
- Good parental partnerships are clearly evident. Parents comment that they appreciate the real-time updates they receive throughout the day, enabling them to feel part of their child's session. They report that there is a 'family feel' to the setting and that they receive information about how to support their child's learning at home, supporting a collaborative approach.
- Children behave well and happily socialise with the other children. However, the childminder does not always make sure that she and any assistants she works with, give children explanations about the consequences of their behaviours. This does not enhance children's understanding of the impact of their actions

and to learn to change this next time.

- Children thoroughly enjoy story sessions, which are interactive. The childminder provides props of the characters, helping children to focus for lengthy periods and feel part of the story. This builds on children's interest in language and early literacy.
- The childminder actively encourages children to develop good levels of independence from an early age. She teaches children to do things for themselves, such as readying themselves for outings and managing their personal care needs. This builds on the skills they need in readiness for their next stage in life, including the move on to school.
- The childminder knows of how to assess the quality of the learning experiences. She recognises the changes she can make to build on children's learning. This enables her to be realistic in her assessments of practice and how to improve learning outcomes for children.
- The childminder is highly qualified and makes sure that she and any assistants she works with enhance their knowledge. They attend regular training courses and work closely together to make continual improvements to the provision. This helps them to meet the ever-changing care and learning needs of children attending.

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 enable children to gain even more from the learning experience
- enhance staff's knowledge of consistently supporting children to understand the consequences of their actions.

Setting details

Unique reference number	2697463
Local authority	Surrey
Inspection number	10368320
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 4
Total number of places	12
Number of children on roll	22
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Lower Kingswood area near Tadworth, Surrey. The provision opens from 9am to 3pm term time only. The childminder holds qualified teacher status and works with assistants. She is eligible to accept early education funding.

Information about this inspection

Inspector
Helen Penticost

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector carried out a joint observation with the childminder.
- Children interacted with the inspector throughout the inspection.
- Parents shared their views about the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025