

Childminder report

Inspection date: 25 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

The childminder provides a warm and welcoming environment. Alongside her co-childminder, she gathers detailed information on children's abilities, routines and interests right from the start. She uses this data to help form her initial assessments. The childminder's curriculum places a strong focus on children's developing speech, language and communication skills. She embeds this well into children's daily activities. For example, as children pick up bricks with their diggers, she introduces words, such as 'stop' and 'go.' She deepens their knowledge with props, such as written signs, to help build on their understanding even further.

Children show they feel safe and secure in the childminder's care. They are motivated and curious to learn. For example, they show good problem-solving skills and confidently build houses with construction pieces. The childminder skilfully extends children's learning and links in discussions about colour and shape. Younger children confidently join in their older children's play. They show pride in their achievements when they successfully connect pieces together. This helps to build on the muscles in their hands and fingers in preparation for future writing.

The childminder is a good role model. She is calm and patient and encourages children to talk about how they are feeling. Children are confident to describe their emotions. They use words, such as 'happy,' 'funny' and 'excited,' as they engage in their play. All children enjoy their time with the childminder and their friends.

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

- The childminder regularly assesses children's on-going progress. She works closely with parents and other professionals involved in children's care, and has a secure knowledge of what children know and can do. For instance, she recognises children's early enthusiasm for mathematics, and thoughtfully incorporates mathematical concepts into their play. She illustrates this well and encourages children to make predictions as they race cars down slopes. As children build towers, she introduces words, such as 'taller' and 'smaller.' This helps to build on their understanding in a meaningful and enjoyable way.
- The childminder supports children's speech and language development well. She uses repetition and short sentences so children begin to learn language for talking. As children engage in pretend play, she asks questions and engages them in discussion about what they are doing. Younger children delight in joining in with actions songs. They confidently use gesture and single words to ask the childminder for more.
- The childminder offers children some age-appropriate steps to help build on their self-care needs. For example, she talks to children about the importance of washing their hands. However, at times, she is quick to complete tasks for

children, such as tidying away toys, and putting on their coats and shoes. This does not provide children with the opportunities they need to practise and extend their growing independence.

- The childminder introduces children's cultures and family backgrounds into daily activities and routines. For instance, she introduces words in the diverse languages of children as they engage in their play. As part of a sponsored scheme, children have opportunities to send and receive letters from young people that live in different countries. This helps to broaden their knowledge of the similarities and differences of others in the wider world.
- The childminder is a good role model. She joins in children's activities and gives them gentle reminders to share and take turns. Older children show kindness to others and include their younger peers in their games. For instance, they give them sensitive support to help build walls and towers. They all express delight as they use resources, such as diggers, to knock them down again.
- Partnerships with parents are good. The childminder works effectively with parents to meet children's needs. She keeps parents well informed about their child's on-going progress and care, such as through daily feedback and digital media. Parents say their children are developing a range of great skills that support their development.
- The childminder works closely with her co-childminder to evaluate her practice. She asks parents to complete questionnaires and uses feedback to improve her service. She places a strong focus on her professional development and updates her skills and knowledge, such as through regular training.

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 opportunities for children to take on small tasks for themselves and build on their independence skills.

Setting details

Unique reference number	2697705
Local authority	Surrey
Inspection number	10372450
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	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Shepperton, Surrey. She works with a co-childminder and operates Monday to Thursday, from 8am to 6pm, term time only. The childminder offers funded early education for two-, three-, and four-year-old children. She holds an appropriate level 3 qualification.

Information about this inspection

Inspector
Jane Franks

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 foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector took into account the written views of parents.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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