

# Childminder report

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Inspection date: 27 February 2025

|                                              |                    |
|----------------------------------------------|--------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| The quality of education                     | <b>Good</b>        |
| Behaviour and attitudes                      | <b>Outstanding</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 thrive in the care of this childminder who strives to help children develop strong social skills, grow in independence and foster a love of learning and curiosity about their world. Children's behaviour is excellent. The childminder supports children to have patience, take turns and share. All children play alongside each other without incident, and there is a playful and harmonious atmosphere. The childminder shows genuine interest in each child, which supports them to feel valued and important.

The childminder provides an ambitious curriculum for all children. She plans interesting activities that ignite children's curiosity. The childminder is effective at narrating children's play and introducing new words. For instance, when children play with the play dough, the childminder uses language such as 'squash' and 'bumpy'.

Children demonstrate excellent independence skills that they will need for the future. For example, they learn to put on their own coats and help the childminder to prepare snack. Children take turns to stand in the 'kitchen helper' and use safety knives to chop up banana, watermelon and cucumber to share with their friends. Children have many opportunities to be out in the community and experience the world around them. For example, they go to the library and regular singing sessions. They also explore local woodland, visit museums and enjoy outings to National Trust venues. This provides children with new and different experiences and enhances their cultural capital.

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

- Children have a positive attitude to their learning, which reflects the childminder's infectious enthusiasm. The childminder provides a rich and varied curriculum and uses her knowledge of the children's stages of development and current interests to plan what they need to learn next. Activities are inviting to children, and they remain focused and engaged. For example, to enhance children's understanding of colour, children thoroughly enjoy exploring coloured petals and mixing them with coloured water.
- The childminder is kind and caring, and her interactions with children are gentle and considerate. At times, however, these interactions are not fully focused on children's next steps in learning to provide them with consistent opportunities to extend their learning further. In addition, the childminder does not always give children time to think and respond to the questions she asks.
- The childminder is committed to enhancing her continuous professional development. She consistently reflects on ways to improve her knowledge and skills to further support the children in her care. The childminder belongs to

discussion groups where childminders can share information and good practice. Additionally, the childminder has also developed close partnerships with other settings that children attend. This helps to provide consistency in children's care and learning.

- Parents hold the childminder in high regard. They describe her as 'nurturing' and a 'great role model'. Parents comment positively on being well informed, and they feel included in their children's learning. The childminder supports parents with milestones, such as potty training, and provides useful safeguarding information on matters, such as internet safety.
- Children show exceptional behaviour for their young age. They listen carefully to the childminder and respond to her instructions. Children congratulate each other when they take their turn to help prepare snack. They take each other's hands to help their friends step across the stepping stones. When the children get to the end, they pretend to fall over and giggle, and then repeat this over again.
- The childminder plans activities for outdoors equally as well as she does for indoors. This supports those children who prefer to play and learn outside. Children enjoy their time in the fresh air, riding on wheeled toys and learning how to climb up the steps of the slide and slide down.
- The childminder's care practices are very good. She provides children with healthy, home-cooked meals and gives children lots of praise when they are learning to use the toilet. Children show they are very proud of their achievements. The childminder is flexible in her routines, recognising when young children are becoming tired and need a sleep.

## 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 interactions with children to extend their learning further and focus more precisely on their next steps in learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2699015                                                                           |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10372429                                                                          |
| <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 3                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022. She lives in Haslemere, Surrey. The childminder provides care Monday to Thursday, from 9am to 5pm, for most of the year. The childminder provides government funded early education places for children aged from nine months to four years.

## Information about this inspection

### Inspector

Nicky Hill

### Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the Early Years Foundation Stage 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.
- 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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