

Childminder report

Inspection date: 28 April 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 creates a welcoming, home-from-home environment, where children feel happy and safe. Children build strong bonds with the kind and friendly childminder. The childminder spends time getting to know children and their families during the settling-in process. She gathers important information from parents when children first begin attending. All children, including those with special educational needs and/or disabilities and children who speak English as an additional language, settle quickly and demonstrate that they have a strong sense of belonging.

The childminder offers an ambitious curriculum that caters to children's needs and interests. A key focus of the curriculum is developing children's language and communication skills. The childminder skilfully repeats words and sentences to extend their language and vocabulary. She supports children to develop confidence in expressing themselves and expand their vocabulary through meaningful interactions. Children are confident communicators.

The childminder has high expectations for behaviour and reminds children of the rules and boundaries in the setting. For example, the childminder encourages children to share and take turns through discussions and distraction strategies. Her gentle reminders and guidance help children to learn what is expected of them.

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

- The childminder reviews practice and accesses online learning. She has regular meetings with outside agencies and childcare professionals to make sure that the children in her care have well-thought-out and targeted support. This means that all children make good progress from their starting points and gaps in their learning and development are narrowed. Where concerns arise, she makes swift referrals to other professionals.
- The childminder is dedicated to enabling children who speak English as an additional language to communicate effectively. For example, she uses key words and phrases in their home language and sign language so they understand what is being communicated.
- The childminder introduces vocabulary to the children well. The childminder plans to teach maths through grasping opportunities as children play. However, she does not consistently do so. For instance, children have a tea party and name foods, such as a sandwich, which they say is a 'triangle'. The childminder does not extend their learning or vocabulary further to name other shapes in the play food, such as square and circle.
- The childminder has children's interests at heart. She is a reflective practitioner who is constantly assessing her provision to ensure that she provides a safe

environment and meets the needs of each child.

- The childminder provides resources in the garden that enable children to develop and practise their physical skills. For instance, some children use their imagination as they scoop and mix edible sand to make 'woodlands' for forest creatures. Others are supported to pour water using watering cans to make muddy puddles. Children jump up and down, splashing with delight. Children are physically active and develop good strength and stamina.
- The childminder knows how to keep the children safe while using technology at her home. However, she has yet to consider how to teach children to keep themselves safe while being online. This means that children are not being fully supported to understand their own personal safety.
- The childminder supports children's independence through daily tasks. For example, she encourages them to pour their own water and put on their own shoes. She explains that it is tricky but it will help them to strengthen their fingers. Children receive lots of praise for their efforts. This teaches children to persevere, and they keep trying with difficult tasks.
- Children regularly explore the local area. For instance, they enjoy weekly playgroups where they play and socialise with larger groups of children, which prepares them for their future transitions to school and nurseries. Children also enjoy visiting the local park and woodlands. This helps children to learn about the local community and to develop their physical 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:

- strengthen the teaching of mathematical concepts and language
- develop further opportunities for children to learn about the importance of keeping themselves safe while online.

Setting details

Unique reference number	2699017
Local authority	Surrey
Inspection number	10375944
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	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Epsom, Surrey. The childminder operates her childminding provision from 7.30am until 5.50pm, Monday to Thursday, all year round, except bank holidays and family holidays. The childminder provides government funded early education to all eligible children.

Information about this inspection

Inspector

Bev Boyd

Inspection activities

- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read written feedback from parents and took account of their views.

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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