

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

Children form secure and trusting relationships with the childminder. This enables them to confidently seek her out to share in their enjoyment, or to ask for comfort and reassurance. The childminder responds with warmth and kindness, which further strengthens children's strong bonds with her. She ensures that she works closely with parents, so she is fully informed about children's home routines and experiences. This enables her to consider how she can meet their individual needs.

Children enjoy the range of activities and experiences that the childminder arranges for them. They explore their learning environment with fascination. The childminder uses children's interests to extend their learning. For example, when she shows them how to use the spinning cogs, they attempt to copy her. They persevere with this task, which helps children to overcome challenges and develop their resilience.

The childminder has high expectations for children to behave well. She role models positive behaviour, such as saying 'please' and 'thank you' at appropriate times and showing them how to take turns during activities. She also encourages children to help tidy up when they have finished what they have been doing. Children show positive behaviour and willingly join in. The childminder further extends this by ensuring that children feel valued and respected. For instance, she gives them choices in what they would like to do and asks permission to support them with their self-care routines.

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

- The childminder wants all children in her care to progress well. She has good knowledge of how children develop, which enables her to identify the skills and knowledge that she wants them to gain during their time with her. She uses this information to successfully plan and implement an effective curriculum that is appropriate to children's ages and stages of development. This helps her to support children in their learning.
- The childminder gathers appropriate information about children before they start with her. This enables her to get to know them exceptionally well so that she can support them to develop secure bonds with her. She communicates effectively with parents and ensures that they are kept informed of all relevant information, such as her policies and procedures, and children's daily routines and progress. She gives them ideas to continue children's learning at home, which helps children to receive consistent support.
- Overall, the childminder supports children well to develop their language skills. She models language by chatting to them as they play. This enables children to begin to understand the meaning of words. She also ensures that she introduces new language to them to help build on their range of spoken words. This

includes naming the different toy farm animals as children play with them. They listen and babble in response, which supports them to learn familiar words. However, at times, in her enthusiasm, the childminder says words too quickly. This does not fully enable children to clearly hear new words being introduced.

- Children benefit from opportunities to develop their physical skills. For example, the childminder encourages them to pick up rice and sprinkle it with their fingers. Children watch and copy the childminder, which helps them to strengthen their hand muscles for later writing skills.
- The childminder provides children with opportunities to learn how to manage risks. She ensures that she supervises them as they play so that she can offer them appropriate support as they learn to negotiate new and familiar challenges. This helps them to develop an awareness of how to identify physical hazards so they can learn how to keep themselves safe. The childminder also successfully assesses her online devices for risks, so that children can access the internet safely, under her close supervision. However, she has not fully considered how she can extend this to enable children to learn how to keep themselves safe when they use online devices. This does not fully support children to learn how to manage online risks.
- Children are supported to develop their problem-solving skills. The childminder successfully adapts this depending on each child's abilities. For instance, she encourages young children to work out how to get to the toys that are out of their reach. Children persevere with these challenges, which helps them to learn to do things for themselves.

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:

- improve support for children to learn and use new words
- support children to develop an awareness of online safety when using online devices.

Setting details

Unique reference number	2706694
Local authority	Surrey
Inspection number	10380530
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and works in a property in Chertsey, Surrey. She operates Mondays, Thursdays and Fridays between 8.50am to 3.30pm for most of the year. The childminder holds a suitable level 3 childcare qualification.

Information about this inspection

Inspector
Hayley Kiely

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- 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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