

Childminder report

Inspection date: 20 May 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 calm and warm home-from-home environment for children. Children develop a sense of belonging and demonstrate that they feel relaxed and safe in the childminder's company. They benefit from hands-on experiences that build on their knowledge of the world around them. For example, the childminder takes children on regular visits to places within the local community, such as the library.

Children benefit from regular fresh air and exercise. The childminder provides resources in the garden that enable children to develop and practise their physical skills. Children enjoy making bubbles and drawing on a large scale.

Children develop good independence skills to wash their faces after meals. She encourages children to attend to their own self-care needs. The childminder supports children's health and well-being effectively. For instance, she provides them with well-balanced meals and snacks every day. The childminder helps children to learn about oral health. She teaches tooth brushing on models of teeth, and supports parents to access dental care if their children are not already registered with a dentist.

Overall, the childminder plans a curriculum that draws on her knowledge of the children and their individual interests. She focuses on developing the whole child, in particular building confident, respectful and motivated individuals. This prepares children well for their transition to school.

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

- The childminder considers how she can help children to learn the skills that they need. She plans topics to expand children's interests to help them to learn about the world around them. For example, children experience life cycles as they watch how caterpillars change into butterflies. They learn and recall key vocabulary, such as 'frogspawn' and 'tadpole'.
- Children are curious and motivated to learn. For example, they show high levels of inquisitiveness when they ask how things work. The childminder quickly picks up on any misconceptions and gives clear explanations to help children learn better. However, the childminder does not always effectively encourage children to share their own thoughts and ideas.
- The childminder consistently communicates clearly with the children. She calmly provides a constant narrative. This helps children to understand what is happening as well as increase their vocabulary. The childminder reads books to children and encourages them to talk about what is happening in the story. Children develop a love for reading.

- The childminder knows the children she cares for very well. She speaks confidently about the children's likes and abilities, and how activities are chosen to suit specific needs. She monitors children's ongoing progress and has a good knowledge of each child's stage of development. Children make good progress.
- The childminder is a good role model. She plans children's games and gives them gentle reminders to wait for their turn. When small disputes occur, she calmly talks to children at a level of their understanding. Behaviour is good as children play well together.
- Partnerships with parents are positive. They describe her as loving, and dedicated to her role. The childminder works well with professionals at other settings children attend. She plans experiences to extend learning and complement those that children receive in other settings and at home. There is an effective two-way flow of information between the settings and parents to help her provide consistency in children's care and learning.
- The childminder regularly reflects on her practice and takes a positive approach to developing her skills. She completes training to help update her knowledge and considers how she can use this to benefit the children in her care.

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 teaching for children to express and share their own thoughts and ideas.

Setting details

Unique reference number	2710065
Local authority	Surrey
Inspection number	10380707
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	2 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Ashted, Surrey. She cares for children from Monday to Wednesday, between 8am and 5pm, all year except for family holidays. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Shona Allerton

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 spoke with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.

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