

Childminder report

Inspection date: 12 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

Children thrive in the rich and engaging environment that the childminder arranges for them. They enjoy independently exploring their surroundings with interest and fascination, and immerse themselves in their learning. The childminder skilfully follows children's interests to promote their ongoing learning. For instance, as they look at a homemade book about their local community, children eagerly talk about where they live. The childminder and her assistants support these conversations and gently guide children to recall the correct information. This helps to clarify any misconceptions so that children learn the correct information.

The childminder embeds her high expectations for children's behaviour firmly within her curriculum and daily routines. She role models positive behaviour, such as saying 'please' and 'thank you' to children and she encourages them to repeat these at appropriate times. As such, children learn to show good manners independently in their daily interactions with others. Children also know to remove their shoes when they go into the house, and they perform this task with little or no prompting from the childminder. The childminder also considers ways to further promote positive behaviour. For instance, children know that they can collect stars in a jar when they show good behaviour, which they can swap for a special reward once the jar is full. This includes having a disco at the childminder's house or getting a new toy to play with. This encourages children to behave well.

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

- The childminder employs assistants and they work well together as a team. She has a clear understanding of the skills and knowledge that she wants children to gain during their time with her. The childminder successfully shares this with her assistants through daily discussions. She also encourages them to share relevant information about each of the children so she can consider how to support them in their continued development. The childminder tracks children's progress and she responds promptly if she notices any gaps in their learning to ensure that they receive the support they need. This enables the childminder to plan so that children's care and learning needs continue to be met.
- The childminder supervises children well and responds promptly when they need support to keep themselves safe. For instance, when children talk with food in their mouth, the childminder reminds them to finish eating before speaking. She also reminds them to tuck in their chairs when they get down from the table, so they do not trip over and hurt themselves. Children show positive behaviour as they listen to the childminder and respond appropriately by following the instructions given to them. However, the childminder has not considered how to extend this to encourage children to consider hazards for themselves, which does not fully support them to develop an awareness of identifying and

managing risks independently.

- Children benefit from opportunities to develop their communication and language skills. For instance, the childminder reads them stories and encourages them to learn songs and rhymes. This supports children to hear a wide range of words and to develop an understanding of what they mean. She also gives children time to share what they know about the story, which enables them to develop their speaking skills.
- The childminder ensures that children have access to a range of activities and experiences that promote their physical development. For instance, older children confidently jump across the stepping logs, taking care not to touch the floor. Younger children enjoy using the slide with appropriate support from the childminder. Children also focus their attention as they squeeze the spray bottles on the wall, which helps them to build on their hand strength.
- Parents are very happy with the education and support that the childminder provides. Children settle in very quickly with her and they love attending. The childminder communicates well with parents. She ensures that they are provided with all relevant information, including their child's progress and ideas to continue their learning at home. Parents appreciate the lending library that the childminder offers. This supports their children to develop a love of reading and to develop a sense of responsibility to care for the childminder's books.

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:

- support children to develop an awareness of identifying and managing risks for themselves.

Setting details

Unique reference number	2711446
Local authority	Surrey
Inspection number	10388602
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She is located in Camberley, Surrey. The setting operates from 7.30am to 5pm Monday to Friday, all year round, except for bank holidays and family holidays. The childminder has an early years teaching qualification. She works with one assistant, who holds a level 3 qualification in childcare. The childminder receives free early education funding.

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 talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- 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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