

Childminder report

Inspection date: 5 March 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 are happy, confident and settled in this warm 'home from home'. The childminder provides a welcoming, friendly and nurturing environment in which children are developing a love of learning. She actively promotes children's physical well-being through a variety of engaging activities. Children are encouraged to participate in outdoor play, providing opportunities for them to develop their gross motor skills through activities such as climbing, running, digging and riding bicycles. This helps children become more confident in their physical abilities and develop better coordination and strength.

The childminder plans an ambitious and inclusive curriculum that caters to the unique needs and interests of every child. She fosters their learning, encourages curiosity and helps children develop a wide range of skills, preparing them for future educational success. The childminder encourages children to make choices about what they want to play with. She provides resources that interest and inspire children. Positive attitudes to learning are promoted, and children gain a good sense of who they are and what makes them unique.

The childminder is warm, kind and caring. She gives children her full attention and supervises them well. This helps them to feel secure, safe and settled. She consistently reinforces good manners and praises effort and achievements. The childminder encourages children to test out their own ideas. This motivates them to explore new challenges and persist in their learning.

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

- The childminder has clear expectations for children's behaviour. She teaches them to share and take turns. Children behave well and listen to the childminder's instructions, such as when it is time to tidy up and get ready for lunch. Children develop high levels of self-esteem through effective support by the childminder. They try hard, and when they navigate the climbing wall and reach the top, they proudly exclaim, 'I've done it!'
- Children learn about the importance of staying healthy. The childminder ensures that they know about the benefits of eating healthy food, doing physical activity and how to keep themselves safe. Children are regularly out and about in the large woodland garden. They visit the local library, seaside and other places of interest. The childminder uses these outings to encourage children to manage appropriate risk. For example, they learn about identifying dangers and plants that may be prickly, such as brambles.
- Children are provided with daily opportunities to play outside in the fresh air. They learn how to develop their coordination when using the ride-on cars and building mud castles in the garden. Children delight when digging in the soil to

find worms, talking about their length and how many they can find. Mathematical skills and knowledge are developed through conversations during activities. However, there are fewer opportunities that promote early literacy skills.

- The childminder plans activities for children to explore the world around them, such as understanding the changing seasons. Children delight in showing the inspector recently discovered badger dens and signs of spring, recalling previous learning as they explain what seeds need to grow. They are very kind and polite to each other and enjoy sharing activities and resources, and they actively involve the inspector in carrying water to make mud.
- With the childminder's support, children make good progress in developing their independence and self-care skills. For example, children learn the importance of washing their hands and are encouraged to sit at the table to eat their meals. They show good table manners. The support that children receive to complete tasks, such as putting on their own coats and shoes, helps them to develop practical skills they will need as they move on to school.
- The childminder communicates children's progress with parents and carers effectively. Parents are happy with the service that the childminder provides. They say the childminder is supportive and accommodates the individual needs of children well.
- The childminder is reflective and always strives to deliver high-quality care and education for all children. She is committed to self-development and completes a wide array of training courses that guide her practice. The childminder occasionally works with assistants, who are well prepared for working with children through regular supervision meetings and training.

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 planning of activities to develop children's early literacy skills.

Setting details

Unique reference number	2712156
Local authority	Surrey
Inspection number	10392212
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 3
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 February 2023. She is based in Dorking, Surrey. She and her assistant each hold a level 2 childcare qualification. The childminder operates year round, from Monday to Friday, 8am to 5pm. The childminder provides government funded places for childcare.

Information about this inspection

Inspector

Amanda Harrison

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to the children to find out about their time at the setting.

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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