

Childminder report

Inspection date: 13 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 demonstrate they feel safe and have a strong sense of belonging in the childminder's home. The childminder gathers information from parents about the children's care routines, likes and dislikes. This helps her plan individualised settling-in sessions for the children. As such, they form warm relationships with the childminder, who gets to know the children very well.

The childminder prioritises the development of children's communication and language skills. She reads familiar stories such as the 'Monkey Puzzle' and uses props to help younger children's engagement. Older children confidently anticipate phrases from the story. The childminder is animated and encourages younger children to copy the sounds the animals make. Furthermore, the childminder supports children who speak English as an additional language very well. She shares the children's heritage and switches between English and the children's home language to help them learn new words. As such, children are confident communicators in this language-rich setting.

The childminder has high expectations of children's behaviour. She focuses on supporting young children to become independent to develop their confidence and self-esteem. She gives children plenty of praise and time to succeed in tasks that are both age and stage appropriate. This helps children to develop a positive attitude to learning and supports their good behaviour.

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

- Overall, the childminder plans a well-sequenced curriculum that follows children's interests. She reflects on the children's interests and incorporates these within the areas of the provision. The childminder provides areas for children to develop the small muscles in their hands for later writing. For instance, children show good hand and eye coordination as they create 'goblin houses' from building bricks. Furthermore, children enjoy exploring the toy farm set and pretending to feed the animals. This helps support children's creativity and imagination. However, on occasion, the childminder does not ensure a balance between child-led play and adult-initiated activities to provide further structure to their learning. For instance, she focuses more on what the children are interested in and, therefore, it is not always clear what new skills and knowledge she wants the children to acquire.
- The childminder helps children develop their early mathematical skills well. For example, children concentrate as they scoop toy fish up in the water tray. The childminder uses these opportunities to help children count how many fish they have caught. Furthermore, the childminder introduces language such as 'bigger' and 'smaller' as children play with various toy cars. This means children hear

mathematical concepts from an early age.

- The childminder teaches children the importance of their personal hygiene. She supports young children as they wash their hands before mealtimes. Older children excitedly put their shoes on to play outside. The childminder provides verbal guidance when children struggle. She knows the children very well and gives younger children simpler tasks, such as placing their shoes on the mat. This helps all children take pride in developing their independence.
- The childminder plans regular visits within the local area for children to mix with larger groups of children. This helps them develop and practise their social skills. For example, children interact with others of varying ages and backgrounds as they attend toddler groups and library sessions with the childminder. This helps children to gain experience of the world around them and develop their confidence.
- The childminder promotes kindness in her home. For example, if there is a minor dispute, the childminder is quick to support younger children. She gently shows them how to share the resources and consistently praises older children for their good behaviour. This helps teach children how to manage their emotions.
- Partnerships with parents are good. The childminder talks with parents each day to share details of the children's routine and learning. The childminder works well with parents to support children's development. For instance, she liaises with parents to support children with English as an additional language. Parents say that their children are always smiling when in the care of the nurturing childminder.
- The childminder completes mandatory training and keeps up to date with changes to ensure that she has a good knowledge and understanding of how to promote children's safety and welfare. However, she has not critically reflected on her provision and identified training that would benefit her teaching practice and maximise the positive impact on children's development.

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:

- enhance the curriculum intent to provide a balance between child-initiated and adult-led activities, to fully support children's progress
- identify professional development opportunities to further enhance her teaching skills and knowledge.

Setting details

Unique reference number	2718788
Local authority	Surrey
Inspection number	10394820
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	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Epsom, Surrey. She operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder offers government funded places for children aged between nine months and four years. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the childminder's 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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