

Childminder report

Inspection date: 29 September 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 warm and nurturing environment where children receive patient, attentive care. She recognises that each child is unique and places a strong emphasis on supporting their emotional well-being. The childminder takes care to understand each child's individual needs, preferences and personalities. As a result, children form strong, trusting bonds with her and feel safe, relaxed and at home in her care.

The childminder has designed an ambitious curriculum that supports the development of all children. It is well structured and organised around engaging themes, such as zoo animals. These themes flow through the activities each day, creating a consistent learning thread. For example, children explore animal sounds while reading books. Later, they imitate animal movements during physical play. This consistent reinforcement allows the childminder to build effectively on what children already know. It deepens their understanding and broadens their knowledge in meaningful ways.

Children learn to understand and regulate their emotions. The childminder patiently supports them in expressing how they feel. She encourages children to use words to communicate when something upsets them. This nurturing approach gives children the emotional skills they need to navigate social situations and prepares them well for the next stage in their education.

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

- The childminder places a clear emphasis on developing children's communication and language skills. She actively engages in their play, providing a narrative that connects to real-life experiences. She introduces new vocabulary, such as 'stethoscope', which children eagerly repeat. Throughout the day, she maintains natural flowing conversations with children and encourages them to speak with each other. This approach supports and extends their language development effectively.
- The childminder fosters a love of books and reading. She makes story time engaging and interactive, encouraging children to participate and share their ideas. As a result, children develop good listening skills and learn to maintain focus during group activities. This supports their communication and language development and prepares them well for when they move on to school.
- The childminder provides purposeful and enjoyable activities. Overall, these are effective in supporting children's learning. However, on occasion, some activities are a little too complex for children's stages of development. During these times, interactions are slightly less effective in engaging children and extending their learning.

- The childminder has a strong focus on physical development. She skilfully weaves children's body awareness into story telling. For example, children pretend to stand like a flamingo on one leg. This helps them to explore coordination and balance. This playful approach supports children to develop greater control over their movements and confidence in using their bodies.
- Children learn about themselves and other cultures as part of the childminder's curriculum. She introduces children to a variety of festivals, such as Diwali and Christmas. She includes events that reflect the heritage of children in her care. Her inclusive approach helps children feel at home in her setting and prepares them well for life in modern Britain.
- The childminder makes effective use of everyday activities to help children develop independence. For example, she provides appropriate resources and time for children to choose and prepare their own fruit.
- The childminder engages parents in dialogue about their child's progress and next steps in learning. She offers practical suggestions to help parents continue to support their child's learning at home. For example, she advises them on how to support their children's emotional development. Parents praise the childminder's professionalism and are impressed by the progress their children make.
- The childminder works with integrity to ensure that all children are included and well supported. She uses effective assessment to identify gaps in children's learning or development. She adapts her provision to meet children's individual needs, responding sensitively to any challenges children may face. By working in partnership with other settings children attend, she promotes a consistent and cohesive approach to their care, learning and development.
- The childminder is reflective in her practice. She continuously evaluates her curriculum and teaching to ensure that children are engaged and learning well. She completes relevant training to build on her skills and shares ideas with a fellow childminder to develop her practice. This reflective approach helps her to provide a curriculum that supports children's learning and enables them to make good progress.

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:

- adapt activities to better meet the developmental needs of the children to support their engagement in purposeful learning.

Setting details

Unique reference number	2721652
Local authority	Surrey
Inspection number	10407799
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Dorking, Surrey. She works with another registered childminder who resides at the same address. They work together from a cabin in the garden. The childminder cares for children Monday to Friday, from 8am to 5pm, all year around. She holds a relevant early years qualification at level 6.

Information about this inspection

Inspector

Marlene McEleney

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the she 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 inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder carried out a joint observation.

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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