

Childminder report

Inspection date: 1 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 are happy and demonstrate they feel safe and secure, as they explore the childminder's warm home. The childminder provides a stimulating curriculum for the different ages of children she cares for. For instance, she plans opportunities for babies to develop their physical development and older children to develop their understanding of the world around them. Babies learn to walk, as the childminder supports their balance. Older children learn new concepts, such as 'cocoon', as they remember the life cycle of a butterfly. All children are well prepared for the next stage of their learning.

The childminder uses her knowledge to support children in their learning. Children spend time developing the small muscles in their hands, as they scoop pretend mud to find the hidden toy worms. She introduces vocabulary such as 'shorter' and 'longer', as children compare the different sizes of worms. Furthermore, children confidently count, and explore 3D shaped puzzles. This supports children's early mathematical skills.

The childminder has high expectations of children's behaviour. She is a positive role model. The childminder's interactions with children are calm and sensitive. This helps older children learn how to be gentle and kind to younger children.

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

- The childminder plans a well-sequenced curriculum that follows children's interests. She carefully selects stories that embed children's previous learning. The childminder extends their learning with planned activities. For instance, children are learning about the life cycle of a butterfly. They anticipate the story and excitedly flap their arms, as they pretend to be a butterfly. This helps develop children's knowledge even further about the world around them.
- Overall, the childminder creates an environment rich in language. For instance, she plans activities alongside familiar stories, to increase the language that children are exposed to. Mostly, the childminder supports children by modelling language during play and activities. However, sometimes, she uses language that is too complex for the age and stage of development for some children. This does not help children to learn new words quickly.
- The childminder teaches children to be independent, in preparation for their next stage in learning. For example, younger children are becoming confident in using children's knives, as they cut their bananas in preparation for snack. This further helps children feed themselves at mealtimes. As such, children develop increasing independence skills for their age.
- Children benefit from lots of outings, where they learn about the community they live in. The childminder takes children to visit places of interest, such as

national parks, libraries and toddler groups. This helps children develop their social skills. Furthermore, this promotes children's understanding of people in their community.

- The childminder teaches children the importance of hygiene by washing their hands before eating and after using the toilet. Although, she provides children with health snack and meals, she has not considered how to extend children's understanding of the benefits of a healthy diet or good oral health.
- The childminder supports children to learn how to manage their feelings. For instance, she encourages children to share during activities and promotes manners within her daily conversations. This helps children learn how to be polite and respectful to each other. This helps children to develop their early friendships.
- Partnerships with parents are good. The childminder shares daily information with parents and offers individualised advice, for instance, when children are toilet training. This promotes a two-way approach, as children learn new skills. Parents say the childminder is professional and reliable and their children enjoy the time they spend with her.
- The childminder has continued her professional development. She accesses training to meet the needs of the children she cares for. For example, she has developed her knowledge to care for children with special educational needs and/or disabilities. This helps all children make good progress from their starting points. Furthermore, she ensures that any assistants that work with her also access training to support their knowledge.

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:

- simplify language to support younger children to develop their speech
- help children to extend their understanding of the benefits of a healthy diet and good oral health.

Setting details

Unique reference number	2723529
Local authority	Surrey
Inspection number	10394407
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	0 to 6
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Epsom, Surrey. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 4. She offers government funded places for children aged between nine months and four years. The childminder regularly works with assistants.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- The childminder showed the inspector around the premises and discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and the 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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