

Childminder report

Inspection date: 15 July 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 confident and happy with the childminder and any assistants she works with in the homely environment. New babies show a strong sense of belonging as they settle quickly due to the childminder's settling-in procedures. The childminder works seamlessly with parents and mimics their care routines at home. As such, children quickly settle into their chosen play and demonstrate that they feel safe and secure.

The childminder plans a broad curriculum that focuses on developing children's language and physical skills. She provides children with ample opportunities to develop their speech and language skills. For instance, babies and children develop their listening skills as they hear different sounds during an exciting music activity. Babies babble as they shake the instruments. The childminder introduces new vocabulary for the older children, such as 'maracas' and 'ukulele'. Children have fun pretending to be sleeping bunnies. They know the actions well and enthusiastically jump up and down. Babies smile and children giggle as they receive an abundance of praise from the childminder. All children are becoming confident communicators.

The childminder has high expectations of children's behaviour. She is calm and sensitive and explains her rules. This helps children to know what is expected of them. Children are familiar with the routines, which supports their good behaviour.

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

- The childminder has developed a good curriculum to ensure that children have the skills they need to support their future learning. For instance, older children practise using pipettes in water and transfer this to containers. This helps children strengthen the small muscles in their hands and their hand-eye coordination. Babies have ample opportunities to develop their core muscles as they pull themselves up in readiness for walking. This supports children's muscle groups for later learning.
- The childminder actively promotes healthy lifestyles. She provides nutritious snacks and a home-cooked lunch. The childminder includes parents and children in the menu choices, as they vote for the meals they would like to eat using a tally chart. Furthermore, the childminder reminds children to drink water to stay hydrated in the hot weather. This supports children in developing healthy habits as they grow and develop.
- Children are kind and listen well to the childminder. She teaches children how to keep themselves safe by tidying away the puzzles when they have finished playing. This helps children to learn to take care of their environment.
- Overall, children are engaged in the outdoor area. For instance, they develop their early marking skills as they use chalk to draw, and they explore how ice

melts. Although the area is well-resourced, the childminder does not plan the outdoor curriculum effectively to target and extend children's learning. This means that, sometimes, children lose focus and are not sure what to play with.

- The childminder promotes children's growing independence. Older children sit well at mealtimes, feed themselves confidently and begin to develop self-care skills, such as washing their hands independently. However, sometimes, the childminder is too quick to help younger children. This means they do not have the opportunity to practise and develop these skills.
- Partnerships with parents are good. The childminder regularly communicates with the parents about their children's progress. Parents speak highly of the childminder and praise her nurturing approach, and they are grateful for the support and guidance she offers. Furthermore, the childminder ensures ongoing communication with other settings that children attend, such as local pre-schools. This helps provide continuity of care for the children.
- The childminder has a robust system in place for recruiting any assistants that work with her. She regularly monitors them through effective supervision and role modelling good practice. The childminder's assistants say they feel very well supported by the childminder.
- The childminder reflects on her practice to continually develop her provision. For example, she has recently attended training on how children gather information about the world around them. She has shared this with parents so that they can also benefit from her deeper understanding.

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:

- develop the curriculum for outdoor play further to extend learning opportunities for children during their time spent outdoors
- support younger children's independence further by encouraging them to do more for themselves.

Setting details

Unique reference number	2723847
Local authority	Surrey
Inspection number	10399794
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Shepperton, Surrey. She operates from 7am to 6pm, Monday to Friday, term time only. The childminder is a qualified teacher and works with three assistants. She offers the government-funded places for childcare.

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 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, including the suitability of any assistants.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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