

Childminder report

Inspection date: 23 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

The childminder enthusiastically welcomes children into her home. She creates an environment that is full of rich opportunities that support children's learning and development. Children's emotional security and well-being are at the heart of her practice. The childminder understands that children's emotional needs must be met so that children can access and be successful in their learning. She is warm and gentle towards children, and they respond lovingly. For example, the childminder talks to children at their eye level and gives undivided attention, listening respectfully as children make their needs known. Children become confident with high self-esteem. They feel secure, safe and listened to.

The childminder provides children with a stimulating and inviting curriculum. She gathers details from parents about children's existing knowledge and current interests. The childminder uses this information to plan what children need to learn next and, consequently, sets up her environment with activities that are meaningful. For example, for children who are currently enjoying playing with dolls, the childminder uses this interest to support children's imaginative play skills. Children enjoy pushing their 'babies' in a buggy. They show a caring nature as they pretend to feed and clothe them.

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

- The childminder is committed to her own professional development. She ensures that all mandatory training is up to date and identifies additional training to further improve her practice. For example, the childminder has completed a course on promoting healthy eating which has helped her to successfully weave this into her curriculum. She has established strong links with other childminders, and they share good practice. The childminder asks parents for feedback to help her improve her provision.
- The childminder uses any available additional funding to enable children to have inclusive access to a broad and balanced curriculum. She effectively shares information with other settings, to help help with successful transitions. For instance, the childminder completes progress reviews for each child and shares this with their Reception Teacher. This helps to promote continuity in children's care and learning.
- The childminder is aware of the importance of promoting books and reading stories to children. She understands the role that rhymes, singing and discussion play in supporting children's vocabulary. However, there are times when the childminder talks to and sings with children without giving them time to respond. This does not consistently give children enough time to respond with their own ideas or give their opinion.
- The childminder is an excellent role model. She has a clear and consistent

approach to expected behaviour. This helps children behave very well and understand what is expected of them. The childminder respectfully encourages children to tidy away their toys and they do this without hesitation.

- The childminder uses observation and assessment to track children's progress. However, she does not fully consider children's individual ages and stages of development when planning adult-led activities. As a result, although children are engaged in their play, learning can often be more incidental than purposeful.
- Children have access to a wide range of well-planned activities that help build on their knowledge and experiences. For example, the childminder takes children crabbing at the beach. They learn about nature as they visit the grounds of stately homes and nearby farms. The childminder uses resources, such as dolls and books to teach children about cultures and beliefs that may be different from their own. Children begin to have an understanding of the diverse community and world in which they live.
- Children learn about how to be healthy and why it is important. The childminder is passionate about the gentle guidance she gives to children on how to be healthy. She uses discussions and activities to teach children about the importance of brushing their teeth. Children have daily opportunities for walking and running around in the fresh air with other children. She provides a wide range of nutritious meals and snacks, and uses mealtimes to discuss with the children the importance of making healthy choices. Additionally, the childminder encourages parents to take their children to the dentist from a very young age.

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:

- improve opportunities for children to process their thoughts and give their opinions, to further support their thinking and problem solving skills
- use children's assessment and observations more precisely to plan learning experiences that match each child's individual stage of development.

Setting details

Unique reference number	2725649
Local authority	Surrey
Inspection number	10399780
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	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She operates, all year round from 8am to 5pm, Monday to Thursday and 8am to 4pm on Friday. The childminder holds a relevant childminding qualification at level 3. She provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The childminder and the inspector discussed how the childminder 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 quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of the parents.

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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