

Childminder report

Inspection date: 21 January 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 is gentle and kind towards children. She focuses on getting to know children well so that she can support them to settle when they first arrive. Children readily approach the childminder when they need support, such as when they are feeling unsure. The childminder responds with warmth and kindness, which helps children to feel safe and secure.

Overall, children behave well. They show that they are familiar with the routines of the day by readily helping to tidy up when they move on to another activity. The childminder praises children for their help, which encourages them to continue to show positive behaviour. Children are further supported to learn how they are expected to behave with appropriate guidance from the childminder. For instance, she encourages children to re-engage with activities when they become distracted. This supports children to refocus their attention.

Children benefit from effective support to develop their language skills. For instance, when they are shown which book they will be reading, they respond with enthusiasm and are eager to listen to the story. All children are given opportunities to join in with discussions about the book, such as talking about the different colours. Children learn new words as they listen to the story, such as 'sparkly', and they repeat them back when asked to do so. This enables children to develop their vocabulary.

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

- The childminder works with another childminder and assistants. She supports them to understand their roles and responsibilities in a number of ways. This includes having daily discussions to share her curriculum, talk about children's progress, and decide how they will support children to extend their learning. The childminder regularly tracks children's development, which helps her to identify what she wants them to learn next.
- The childminder strives to build strong partnerships with parents. She communicates well with them to ensure that relevant information is shared. This includes gathering details about children's interests and routines. She also keeps parents informed of their child's development through daily updates and termly reports. This helps the childminder to collaborate effectively with parents in order to meet children's needs.
- Children enjoy their time at the childminder's house. They eagerly engage with the range of activities and experiences that are planned for them. For example, they focus their attention intently on connecting magnetic shapes together and they construct with a purpose. Children draw the childminder into their activity by talking to her about what they are doing. The childminder responds

appropriately, offering them praise for their efforts. She encourages children to think about how they can continue with their activity and complete the task by themselves. This builds on children's confidence to be creative and complete challenges independently. However, on occasion, the childminder does not recognise when to step in to build on children's learning. At these times, children do not receive effective support to enable them to make the progress they are capable of.

- Children benefit from opportunities to develop their mathematical knowledge. For instance, they learn about the shapes in their environment, such as the hexagon they have formed with the toys. Children's learning is extended further as they count the number of sides. This helps them to remember the new information they have learned.
- The childminder implements effective risk assessments to promote children's safety. For instance, she identifies potential risks and takes steps to reduce or remove these. She also supervises children well throughout the day, such as during their play, mealtimes and sleep times. This further helps to keep them safe. However, the childminder has not fully considered how she can support children to develop an awareness of how to keep themselves safe when they use online devices. This does not fully support children to learn how to manage risks for themselves.
- The childminder supports children to develop their understanding of their world around them. For instance, she considers the cultural backgrounds of the children she cares for and builds this into children's learning. This supports all children to learn about similarities and differences between themselves and others.

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 support offered to children during child-led activities to help further extend their learning
- support children to develop an awareness of online safety when using online devices.

Setting details

Unique reference number	2757637
Local authority	Surrey
Inspection number	10349750
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and she is based in Staines-upon-Thames, Surrey. She works with another childminder and assistants. She operates Monday to Friday between 8am to 6pm all year round. The childminder is in receipt of funding to provide free early education for children up to the age of four.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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