

Childminder report

Inspection date: 3 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident learners. The childminder provides a warm, welcoming, home-from-home environment where children flourish and thrive. She encourages children to choose resources, and then supports their learning by playing alongside and narrating their play. The childminder uses effective strategies to support children's speech and language skills, such as repeating words clearly and introducing new words to develop children's range of vocabulary. The childminder engages in meaningful conversations with children and encourages them to talk about experiences that are important to them, such as activities with their family during the weekend. As a result, children's speech and language skills are developing well and children are becoming confident communicators.

Children behave well and have good manners. The childminder gently reminds children to say 'please' and 'thank you' and praises them for being polite. This helps to raise children's self-esteem and teaches them how to build positive relationships. The childminder knows the children well and has good bonds with them. She swiftly responds to their needs and follows their lead, such as when children show an interest in toilet training, she supports them to succeed. This helps children feel valued and develops their confidence.

The childminder has experience of supporting children with special educational needs and/or disabilities. She works with other professionals to ensure that all children's needs are met and that they have the opportunity to make good progress.

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

- The childminder completes courses to support her professional development. For example, she uses effective strategies learned through a water play course to incorporate mathematical concepts into play, such as volume and capacity. This helps to develop children's understanding of maths and provides opportunities to introduce simple mathematical language.
- During play, the childminder skilfully challenges children's thinking and encourages them to problem solve. For example, she asks children how to make a brick structure bigger to accommodate more toys. She encourages children to persevere and keep trying to find a solution to their problem. This helps children become critical thinkers and develops their concentration skills.
- The childminder takes children on exciting trips outside of the setting to help them experience the community they live in. For example, the childminder arranges visits to historic buildings and gardens to help children learn about the past. This broadens children's knowledge and understanding of the world around them.

- Children enjoy listening to stories with the childminder. She uses an animated voice and puppets to help children focus on the story. Children listen well and engage in the story, answering questions and predicting what happens next. This helps to develop children's early literacy skills and encourages them to foster a love of books.
- Children enjoy socialising and making friends. The childminder meets with other childminders, so children have opportunities to develop relationships with their peers. For instance, children are particularly excited to meet new friends at soft play. They recall past experiences and enthusiastically ask to go again. This helps to broaden children's friendship groups and to develop their confidence in social situations.
- Parents provide positive comments about the childminder and the care she provides. They particularly like the range of activities on offer and the relationships she has with the children. The childminder gathers information from parents regarding allergies and intolerances to ensure that children eat the correct foods and are kept safe. The childminder communicates well with parents and shares information of children's learning and development. This helps to inform parents of the progress their children are making.
- The childminder promotes healthy eating and encourages children to eat nutritious snacks and meals. She plants vegetables in the garden with the children to teach them about where food comes from. Children enjoy caring for the plants and watching them grow. This helps children learn about nature and encourages them to develop a healthy lifestyle.
- Generally, the childminder encourages children to be independent. For example, she encourages them to put on their shoes and coats and peel their own fruit at snack time. However, at times, the childminder does not encourage children to do things for themselves that they are capable of, such as wiping their own noses or finding their own drinks. This limits the opportunities for children to develop and practise their self-care skills.
- The childminder communicates well with other settings that the children attend. For example, she shares strategies that support children's behaviour to help them settle. This provides a good continuity of care.

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:

- strengthen support for children to build their independence and further develop

their life skills.

Setting details

Unique reference number	507283
Local authority	Surrey
Inspection number	10375780
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2000 and lives in Worcester Park, Surrey. She operates all year round, Monday to Thursday, from 7.30am to 6pm. The childminder holds a relevant early years qualification at level 3 and accepts early years funding for eligible children.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the 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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