

Childminder report

Inspection date: 15 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm, loving home-from-home environment where every child feels special and is valued. She establishes positive relationships with children. The childminder has an ambitious curriculum which stimulates children to become curious and motivated in their learning. Children are polite and friendly. Their behaviour shows that they feel safe and secure. They develop independence from an early age and they make decisions about their own play. The childminder gathers important information from parents before their children attend her provision. This information helps the childminder to establish children's routines, their likes, dislikes and what might comfort them if they become upset. This approach effectively supports children's emotional well-being and provides the childminder with a baseline of children's existing knowledge.

The childminder provides children with a well-planned learning environment. Children thrive in her care because she has a strong understanding of their needs and abilities. She uses children's current interests to provide them with a large range of exciting learning opportunities. Children enjoy a range of opportunities to mix with larger groups of children. This helps support their social skills and to develop an understanding of the diverse community in which they live.

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

- The childminder is a very good role model. She is patient, kind and sensitive to the needs of children. Children have very high respect for the childminder, demonstrating the deep affection that they have for her and each other. The childminder plays alongside the children at every opportunity, and regularly makes them giggle and squeal with delight. She uses her questioning skills to encourage children to become curious. They are very keen to explore all the opportunities on offer.
- The childminder is dedicated to always providing the best care and education for children. For example, she has completed an in-depth training course on how to best support children in the early years. As a result of recent training the childminder has discovered different ways of supporting children's learning and development through digital media. This helps them to safely operate technology.
- The childminder ensures that children have access to daily exercise. They learn how to care for animals through exposure to the childminder's many tortoises. The childminder shows children how to grow 'beanstalks' in the well-equipped garden. Children dig in soil and are provided with the equipment to play ball games. The childminder regularly takes children on educational trips to the library, National Trust properties and outings on public transport. She provides photo journals, so children can talk about their past experiences and help plan

future ones.

- The childminder works well with parents, regularly sharing children's progress and milestones. She works hard to ensure that children are provided with targeted support from other professionals, such as speech and language therapists. Children who attend other settings have detailed information passed onto them. This helps to ensure that there is a continuity of care between providers. The childminder has forged links with local schools. She uses a range of activities, discussions and outings to support a successful transition to school.
- Children are very articulate. The childminder uses stories, discussion and rhymes to help children gain new vocabulary. Children's imaginations are ignited as the childminder reads books to children, using her voice to bring the story alive. Children are encouraged and given time to contribute with their own ideas, and opinions. This approach helps children to feel valued and listened to and develop a love of books.
- The childminder sequences her curriculum well. This helps children make links in their learning. For example, children learn about the seasons over a period of time. The childminder encourages children to remember and recall what they have already learned. Children refer to books and play with a sensory snow activity. They remember that Eskimos live in igloos and are taught what an icicle is. However, on occasion the childminder does not reflect the next steps that she has planned for each child's learning. Therefore, although children do well and make progress across all areas of learning, they do not always benefit from learning that is precisely targeted. Despite this, children's engagement and involvement in activities is high.

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:

- place an even sharper focus on children's next steps to help them make even better progress in areas identified.

Setting details

Unique reference number	507585
Local authority	Surrey
Inspection number	10368050
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 March 2019

Information about this early years setting

The childminder registered in 2000 and lives in Lingfield, Surrey. She operates from 7.30am to 5pm Monday to Thursday and 7.30am to 4pm on Friday, all year round. The childminder has a relevant childcare qualification at level 3. The childminder 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 inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning
- The childminder discussed her early years curriculum with the inspector.
- Children communicated with the inspector throughout the inspection.
- The inspector took account of the written views of parents.
- The inspector looked at relevant documentation, including evidence of the childminder's qualification and safeguarding policy.
- The childminder gave the inspector a tour of the areas where children play, eat and sleep.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025