

# Childminder report

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Inspection date: 3 December 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy, settled and confident. They develop positive relationships with the childminder and each other. The childminder has a calm approach, which provides children with a good role model. Overall, she guides children's behaviours carefully and particularly promotes kindness and empathy towards others. Children show care and consideration for their friends, such as helping younger children.

The childminder knows the individual children and their learning needs well. She identifies the key skills she wants children to learn and develop over time. The childminder understands children's individual learning preferences and offers activities and outings that support these. For instance, children who prefer to learn outside enjoy reading books while on outings to the nearby common. Children enjoy the interesting activities the childminder plans for them. The childminder engages children in good-quality discussions during their play and activities. Children use a range of language, including descriptive words.

Children gain skills ready for their next stage in learning. The childminder offers activities and support that help each child to progress well over time. For instance, children gain confidence and develop their social skills through regular visits to toddler groups. Children build on their problem-solving skills and recall prior learning taught to them. For example, children recalled how to secure sticky tape to enable them to cut this easily when creating artwork.

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

- Parents' feedback about the childminder is highly complimentary. They comment positively about the childminder's support for their children's social skills, such as being kind to others. Parents highlight that their children are happy and settled and enjoy attending. The childminder works closely with parents about their children's individual needs to ensure that she understands these securely. She keeps parents fully updated about their child's activities, learning and progress.
- The childminder identifies children's learning and progress accurately. She recognises when children may need some extra support to help close any emerging gaps in their development. She skilfully weaves in teaching during daily routines and experiences to help children practise their learning, such as colour recognition and counting. The childminder understands the importance of building on her skills to help meet children's specific learning needs successfully.
- The childminder talks to children about their interests, play and activities. She teaches them new concepts and provides information to them to extend their knowledge. For example, she explained to children about the words used for different parts of apples, such as the stalk and core. Discussions about the seasons and weather and local outings help to build children's understanding

about the world. For example, they use binoculars and look for birds.

- The childminder engages children in activities that capture their interest effectively. Children are excited to use new resources, such as patterned sticky tape. They develop their concentration very well. For example, they maintained their attention when creating artwork and when mixing dough and glitter. Older children used their language skills to describe the changes to the dough. Younger children played imaginatively and put words to actions as they played with the dough and a model dragon.
- Children make their own choices and confidently make requests. For instance, the childminder offers a range of craft materials and small tools such as scissors. She responds positively to children's requests. Sometimes, the childminder does not extend children's further awareness of some safe and positive behaviours. For example, she does not always offer further guidance to help children use small tools as safely as possible or fully promote the use of polite manners. Nevertheless, the childminder builds children's sense of responsibility securely, including being helpful and tidying up.
- The childminder promotes children's developing independence effectively. She encourages children to develop their dressing skills, including putting on their coats and shoes. Children gain skills to help prepare them for school in the future. For instance, they learn to peel lids off yoghurt pots at lunchtime, visit the toilet and wash their hands by themselves.
- The childminder reflects on her practice and provision well. She identifies areas of her provision to develop to help extend children's learning experiences further. She understands the importance of keeping her understanding of early years practice updated, such as through researching information and ensuring that she completes mandatory training.

## 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 the guidance provided to children to enhance their understanding even further about positive and safe behaviours.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY276785                                                                          |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10368419                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 20 March 2019                                                                     |

## Information about this early years setting

The childminder registered in 2003 and lives in Epsom, Surrey. She provides childminding all day, from Monday to Friday, for most of the year. The childminder holds an early years qualification at level 3. She provides government funded places for childcare.

## Information about this inspection

**Inspector**  
Sheena Bankier

### Inspection activities

- The childminder spoke to the inspector about the children's learning and development and how she supports their progress.
- The inspector observed the quality of education being provided and assessed the impact that this has on the children's learning.
- The childminder and the inspector held some discussions during the inspection.
- The inspector observed the childminder's interactions with the children and their daily routines and activities.
- The children chatted to the inspector and interacted with her during the inspection.
- A sample of documentation was reviewed as part of the inspection process.
- Parents provided written feedback and the inspector took account of their views.

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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