

Childminder report

Inspection date: 11 June 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 have a secure attachment with the childminder. They know how to ask for help and confidently give the childminder direction during play. They laugh with delight as they instruct the childminder to push them on the swing, enjoying the motion in the moment. The childminder is attentive to the children, listening carefully to their thoughts and feelings. Children enjoy cuddles and closeness when they need it. Children appear to feel safe, secure and happy.

Children concentrate intently as they make lines and circles with paper and pencils. They excitedly show their creations to the childminder, who offers praise. Children are building their hand-eye coordination through mark making and creativity. They take turns using the coloured pencils with their friends. The childminder has high expectations of all children in all areas of their development.

The childminder's curriculum supports all children's development. Children make good progress across all areas of learning. For example, children take part in yoga sessions to support muscle control and understand their emotions. They lovingly grow their own fruits and vegetables in the garden with the childminder. She helps children make good progress and swiftly closes any gaps in their learning.

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

- The childminder understands her responsibility to organise her provision effectively. She undertakes continuous professional development and has a good professional support system in place with a network of other childminders. This allows her to continually reflect on what is working in her provision and what she would like to change or implement.
- The childminder provides an ambitious curriculum. She plans effectively, taking account of children's current interests. She weaves these in with more local or worldwide topics of interest, creating a broad range of learning opportunities. Children make good progress in their learning and development and have fun doing so.
- The childminder promotes children's communication and language. She invests plenty of time talking to children throughout their session. This allows children to learn new vocabulary. While teaching, she asks questions that support children to form ideas and solutions. Sometimes, children do not have enough time to form their responses to these questions and contribute to discussions.
- The childminder teaches the children how to look after the world around them. For example, she supports children to understand what recycling means and how it helps the world they live in. She uses language that younger children can understand to support the concept of recycling. Children learn how to care for things from a young age through new ideas.

- The childminder supports children to form healthy habits. For example, children wash their hands before choosing fruit for snack. They know that they must sit down while they eat and the childminder teaches the children why they must do this to avoid choking on their food. Children are learning how to keep themselves safe.
- There is a focus on getting out into the local area. The childminder plans a variety of trips to build on children's experiences. They regularly visit local parks and woodlands, where children can explore nature and build their physical skills in the fresh air. Children start to form healthy habits for life when they immerse themselves in the outdoor environment.
- The childminder makes regular assessments on children's development. She knows how to implement strategies to support children with special educational needs and/or disabilities. She ensures any gaps are closed effectively and quickly.
- The childminder has taken time to build strong partnerships with parents. She ensures parents have the information they need about their children. She is dedicated to ensuring that parents and children are happy and supported by her provision. Parents comment that children 'receive unconditional love and care' from the childminder

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:

- provide children with time to think and answer questions to extend their communication and language skills.

Setting details

Unique reference number	EY300607
Local authority	Surrey
Inspection number	10380546
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	3
Number of children on roll	6
Date of previous inspection	13 June 2019

Information about this early years setting

The childminder registered in 2005 and lives in Ashford, Middlesex. She provides care Monday to Friday, between 7.30am and 5.30pm, for most of the year. She is in receipt of government funding for children aged two years old.

Information about this inspection

Inspector
Nicole Odell

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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, indoors and outdoors, and assessed the impact that this was having 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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