

Childminder report

Inspection date: 21 August 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form close bonds with the childminder and are settled in her care. The childminder organises her environment well. As such, children are self-motivated to be independent explorers. They choose toys and resources confidently. This promotes children's self-esteem and ideas.

Overall, the childminder plans a varied curriculum that promotes learning and prepares children for school. Children demonstrate significant progress in developing their independence. For example, they show confidence in managing their personal needs and can independently put on their shoes and wash their hands, ready for mealtimes. The development of children's communication and language skills is a key focus. For instance, as children use a doctor's kit, the childminder models language and introduces new vocabulary such as 'stethoscope' and 'thermometer'. This helps to broaden children's vocabulary and support future learning.

The childminder has high expectations of children's behaviour. Children respond well to the childminder's calm and respectful manner. The childminder provides descriptive praise for children's achievements and efforts. This approach fosters children's positive attitude toward their learning.

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

- The childminder has taken appropriate action since the last inspection to address the actions raised. She promptly ensured that any assistants she works with, who have sole care, have completed paediatric first aid. This helps ensure children's safety.
- The childminder supports children's communication and language skills effectively. Children hold natural conversations with the childminder about their likes and dislikes. Singing, rhymes and stories are key parts of the curriculum. For instance, children enjoy singing familiar rhymes, such as '10 fat sausages'. They giggle and sing harmoniously with the childminder.
- The childminder promotes a healthy lifestyle. For instance, children enjoy plenty of fresh air and physical exercise in the childminder's garden. Furthermore, she implements good hygiene routines with children. Children confidently explain they need to wash away germs before eating. This helps children develop healthy habits.
- The childminder plans and implements a balance of adult-led and child-led activities to support children's good progress. For example, children develop the small muscles in their hands as they roll and squeeze play dough. However, at times, the childminder does not plan and adapt her teaching of adult-led activities to build on what children know and can do effectively. For instance,

during a counting activity, younger children learn to recognise the numerals 1, 2, and 3. However, older children complete these activities with ease. This means they do not consistently have the opportunity to consolidate and extend their learning.

- The childminder is passionate about children having access to the outside environment. She plans ample opportunities for children to develop their physical skills. For example, children run, climb and balance on the equipment in the garden. Children's physical development is well promoted.
- The childminder regularly shares information with other settings that children attend. This means that children's learning is consistent and their progress and emotional needs are well supported as they transition to their next phase of education.
- The childminder is skilful and encourages children to share and take turns with toys. She encourages children to help tidy away their toys before mealtimes. Children listen well to the childminder. This helps children learn the routines in their setting.
- Partnerships with parents are effective. The childminder shares daily important information with parents. This helps parents to continue their children's learning at home. However, the childminder has not considered how to precisely gather information from parents when children start at her setting. This means the childminder is not always sure of children's starting points to help her plan for their next steps in learning.
- The childminder has recently attended training to broaden her understanding of how to support children's communication and language. This helps her reflect on her practice and deepen her existing knowledge, enabling her to support children's communication skills even further.

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 planning and implementation of adult-led activities to build on children's existing knowledge and skills
- gather information from parents about children's starting points to inform the curriculum right from the start.

Setting details

Unique reference number	EY332192
Local authority	Surrey
Inspection number	10381511
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	2 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 December 2024

Information about this early years setting

The childminder registered in 2006. She lives in Reigate, Surrey. The childminder operates Tuesday to Friday, from 7.30am until 5.30pm, all year round, except bank holidays. The childminder holds a relevant qualification at level 6. She regularly works with an assistant. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her curriculum.
- The inspector observed children playing and learning. The childminder observed an activity with the inspector.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- Parents provided verbal feedback for the purpose of the inspection.
- The childminder showed the inspector a range of documents, relating to the suitability any assistants and persons living on the premises.

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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