

Childminder report

Inspection date:

21 May 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are relaxed in the childminder's home-from-home setting. The childminder places a high priority on following the children's choices in play. She gathers information about children's routines and likes from the outset. This helps her follow children's routines to help them feel safe and secure.

The childminder plans a stimulating environment that fosters children's interests. For example, children use tongs to play a colour matching game. The childminder has high expectations of children's behaviour and uses their play, to support them in developing their turn-taking skills. The childminder invites children to take turns, as they play. Children mimic these behaviours and invite the childminder to take her turn. As the childminder thanks the children, they respond 'you're welcome'. The childminder is attentive to the children's needs and develops positive relationships. This reinforces children's self-confidence and emotional well-being.

The childminder embraces the natural world in children's experiences. For instance, children are curious as the sky changes colour from blue to grey. The childminder uses this to talk to the children about the changing weather, as they sit warmly together and listen to the rain. This supports children's senses and their understanding of the weather changes outside.

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

- The childminder supports children's physical development and their understanding of a healthy lifestyle effectively. For example, children run and jump as they blow bubbles in the garden. The childminder provides children with healthy food and reminds them to drink water, to stay hydrated. Children know to wash their hands before they eat and when using the toilet. This supports their self-care skills.
- The childminder plans opportunities for children to explore the wider world in their play activities. For example, they visit local parks and woodlands. Furthermore, the childminder weaves in naturally occurring events, such as birds building a nest in her garden. This helps children learn about the world around them.
- Children who are bilingual are supported well. The childminder focuses on encouraging children to hear and practise using English as they play and learn. This includes supporting children with naming objects and speaking in home languages, then repeating phrases in English.
- The childminder helps children to develop their independence. For instance, she encourages children to use their cutlery at mealtimes, and fasten their shoes before going outdoors. The childminder is sensitive and notices signs that

children may need to use the toilet. She uses various strategies, such as reading stories, to encourage children to use the toilet. As such, children begin to show early signs of managing their own toileting needs. This supports their growing independence.

- Children's behaviour is exemplary. The childminder encourages good manners and is respectful of the children's choices. Her interactions are fun and nurturing. This supports children's kind behaviour. They are thoughtful and help the childminder to tidy away their games before moving on to their next choice. This helps develop children's independence and friendships.
- Overall, the childminder helps children to know how to keep themselves safe. For instance, children talk about using sun cream when it is sunny. Furthermore, children are taught how to cross the roads safely. Children are beginning to understand how to manage their own safety. However, the childminder has not considered how she can begin to help children learn about online safety in an age-appropriate way.
- The childminder works in partnership with the local nursery, which the children also attend. She seeks information about children's likes and dislikes prior to them beginning at her setting. This helps her plan settling-in sessions for the children when they start.
- Partnerships with parents are highly effective. They speak fondly of the committed childminder and the care their children receive. The childminder regularly keeps parents informed about their children's after-school activities and progress. This helps them to continue their interests at home.
- The childminder keeps up to date with current practices by accessing training. For instance, she has deepened her knowledge on 'loose-part play' and how this supports children's imagination.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY341373
Local authority	Surrey
Inspection number	10392276
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 August 2019

Information about this early years setting

The childminder registered in 2006. She lives in Thames Ditton, Surrey. She provides care on Tuesday to Thursday from 2.30pm to 5.30pm, all year. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision was organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- Parents shared their written views of and opinions of the childminder's setting with the inspector.

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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