

Childminder report

Inspection date: 25 February 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

The childminder has dedicated many years to her role in providing high-quality care for children. Children are happy, secure and settled. They display strong bonds with the childminder, who is patient and encouraging. As such, children are developing high levels of self-esteem and confidence in their own abilities and unique personalities.

The childminder is a good role model, who is helping children to develop higher levels of understanding of their own feelings and emotions. From this, they are also starting to recognise the needs of others around them. This helps children to develop skills to support them for their future progress. Children enjoy many outings in the community to help them build an understanding of the world around them. Regular trips to local trust properties and trim trails help children to have the freedom to build stronger physical skills to support their well-being.

The childminder recognises the importance of gathering lots of information when children first start at the setting. This helps her to plan for their play and learning. Children are keen and inquisitive learners. They eagerly interact with the childminder as they sort coloured bricks into similar piles. This helps them to start to explore with simple mathematics in their play. The childminder provides children with lots of praise and recognises the need to give them time and build perseverance to find solutions to the problems they encounter.

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

- The childminder supports children to develop high levels of understanding and self-care skills. For example, she is mindful of asking younger children if she can change their nappy to promote self-awareness and dignity. Children recognise the need to wash their hands for snack and lunchtime under the gentle guidance of the childminder. As such, children are highly respected and valued in their own care, play and learning.
- Children make good progress. The childminder observes their development to help them to reach their fullest potential. She is quick to identify any gaps in children's learning, which may require additional support. Overall, the childminder has developed a good curriculum to ensure that children continue to develop and enhance new skills. However, at times, she does not sharply focus specifically on younger children's next steps during activities, to help extend their learning even further. For example, on occasion, activities are too complex and younger children do not fully benefit from the intended learning.
- The childminder recognises the importance of strong partnerships. She involves parents in the progress their children make, including how they can support them at home. The childminder has a good support network of childminders and

other childcare professionals. She understands the need to share information with other settings that children attend. The childminder builds on her professional development, knowledge and practice. A recent safeguarding course has supported her to remain highly vigilant around all aspects of child protection and reporting procedures.

- Children are developing good communication and language skills. The childminder constantly introduces a variety of sounds, words and questions that helps to build on children's increasing abilities. Younger children eagerly babble and respond to the childminder when singing a song and older children learn about more challenging language. For example, when playing with a train set, the childminder speaks about the 'positive and negative' effects of the magnets on the small trains.
- The childminder respects children's characteristics and enables them to make their own independent choices in their play. For example, all resources are within easy reach for children. However, occasionally, the environment is not suitably organised, such as when there are too many items available and space becomes limited for children to fully explore their play. As such, children do not focus for long enough on one activity, which affects their engagement and concentration.
- Children have access to a range of books to help them to build a love of stories. Older children display good recall and memory skills as they repeat parts of a story they remember. For instance, children place characters onto a board as the childminder reads the book. Younger children enjoy interacting and holding the items to build on their increasing understanding.

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 of activities and opportunities to include more precise intentions for younger children's learning
- review the organisation of the learning environment, to help children to engage in chosen tasks and build higher levels of concentration.

Setting details

Unique reference number	EY360276
Local authority	Surrey
Inspection number	10368421
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	20 March 2019

Information about this early years setting

The childminder registered in 2007 and lives in Oxted, Surrey. She operates from 8am to 6pm, Monday to Friday, all year round. The childminder is able to receive funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The childminder talked to the inspector about her early years curriculum and what she wants children to learn.
- The inspector has taken the comments of parents into consideration as part of the inspection.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The childminder and the inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspectors spoke to the childminder and the children at appropriate times during the inspection.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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