

Childminder report

Inspection date: 4 March 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder has an exceptionally comprehensive knowledge and understanding of what she wants children to learn and how to achieve this, which she shares with parents. She has clear aims for children to be happy, curious, enjoy learning and develop the confidence to keep on trying when faced with challenges. The childminder has an excellent knowledge of child development and children's progress, which she uses to plan an exciting, varied curriculum, both indoors and outdoors. Children are highly motivated to learn.

The childminder focuses strongly on meeting children's individual emotional needs. She builds extremely positive relationships with children and their families. The childminder gets to know children very well. She builds close bonds with children, for example, planning home visits to get the most precise understanding of children's unique interests and experiences before she starts caring for them. The childminder works very closely with parents to adapt settling-in procedures according to the needs of each child. Consequently, all children, including those who are less confident, separate happily from their parents.

The childminder sets clear expectation for children's behaviour. She supports children to develop wonderful social skills, behave extremely well and to be exceptionally polite. For example, children learn to say please when asking other children to make space to sit on the childminders lap while listening to stories.

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

- The childminder's teaching practice is exemplary. She uses her curriculum to skilfully build on what children know and can do. For example, the childminder responds to children's interests, gives them time to remember and talk about what they already know and extends this learning further. Children make outstanding progress in all areas of their development. The childminder regularly evaluates and adapts her teaching practice and has slowed down the pace of activities so that children's learning is fully embedded.
- Children develop numerous skills they need for the future. They concentrate exceptionally well, as the childminder joins in their play, learn to listen, wait and follow instructions, for example, as they jump up and down like rabbits and slither across the floor like snakes during music and movement activities. Children develop excellent physical skills, for instance, as they break ice in a water tray which they put into a small nets, balance on a wobble board and knock down a pyramid of tin cans using bean bags.
- The childminder supports children to learn and use an exceptional range of vocabulary. During all activities and routines, she regularly asks children open-ended questions and gives them clues that inspire them to talk, always

explaining the meaning of words. The childminder fully supports children's great interest in books. For example, children remember that a monkey in a book is called a baboon and that fire is coming out of a dragons mouth. The childminder extends this learning, often teaching children words that rhyme, such as baboon and balloon. Children's communication and language development from their starting points is outstanding.

- Children are exceptionally happy and settled. They often smile and laugh with enjoyment while taking part in activities and develop excellent social skills. The childminder consistently supports children to learn to share and take turns, for instance, as they wait to turn the pages of books and share finger puppets during singing activities.
- The childminder supports children to develop an excellent understanding of the world. She takes children on numerous outings, for example, to the beach where they look for shells and eat ice-cream. During outings to landscaped gardens, the childminder teaches children about nature and the seasons. She seamlessly weaves other learning into these outings, for instance, to teach children about the shapes of things they see in the environment.
- Children develop excellent independence and self-confidence. The childminder gives older children time to wash and dry their hands before eating and supports younger children, showing them what to do. Children competently complete tasks, as they eagerly choose and use play equipment, make decisions during their play and develop the skills they need for the future.
- The childminder establishes excellent partnership with parents and ensures they feel fully included and supported. Since the last inspection she has completed additional courses, such as Early Years Professional Development Program, speech and language and Makaton and she has shared this information with parents to try at home, which provides continuity in children's learning.

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	EY390307
Local authority	Surrey
Inspection number	10372242
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 April 2019

Information about this early years setting

The childminder registered in 2009. She lives in Thames Ditton, Surrey. The childminder offers government funded places for children aged from nine months. She provides care Monday to Thursday, from 7.30am to 5.30pm, for most of the year, excluding bank holidays and family holidays. The childminder has a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- The childminder and the inspector completed a learning walk and joint observation together.
- The inspector spoke with the childminder, parents and children during the inspection.
- The inspector observed how the childminder supports children during activities and assessed the impact this has on their learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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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