

Childminder report

Inspection date:

13 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children of all ages are surrounded by an abundance of opportunities to explore, investigate and learn. The atmosphere is inspiring, with the sound of confident young children engaged in animated discussions and warm, sensitive interactions with the childminder. Children form strong, trusting relationships with the childminder. They flourish in an environment where they are treated with kindness and respect, secure in the knowledge that their needs will be met. This provides even the youngest children with the strong foundation they need to be able to benefit fully from the experiences on offer. All children display wonderful social skills. They have excellent manners and behave incredibly well for their age.

The childminder listens carefully to children and shows genuine interest in their opinions and views. Even the very youngest children make choices about their learning and play. For example, resources are arranged so that young children who are learning to walk can 'cruise' and choose toys from a wide selection at their level. These toddlers show extremely high levels of patience and determination as they try to build blocks and construct towers. The childminder makes excellent use of storytelling to enhance children's learning. In addition to the strong focus on promoting their language skills, she supports those who are learning their colours by encouraging children to point out red and green fruit on the pages as they read together. This ensures that children's knowledge is secure before moving on to what they need to be taught next.

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

- The childminder's curriculum has a sharp focus on supporting children's personal, social and emotional development. It is equally as strong for promoting their communication and language skills. Books and stories are at the heart of children's play and adorn the learning environment. The childminder uses these to connect all areas of learning and support children to make excellent progress.
- The childminder is alert and sensitive to children's needs and comfort. She checks on them regularly to ensure the physical comfort of very young babies, but also notices when older children may be missing home. In these instances, she suggests looking through their family photo books and offers cuddles. She speaks about their families and special people at home with fondness and affection, making children feel valued and respected. Children feel incredibly safe and secure in the childminder's care.
- The childminder capitalises on every single opportunity to reinforce her high expectations for children. She role models excellent manners to children, and they are kind, patient and considerate to one another. Very young children are taught to cooperate, share resources and take turns during group activities.

Older children understand that it is important to wait for babies to finish eating before they can get down from the table. They are happy to sit and colour during these times, showing that they are confident in the routines of the setting.

- Children are supported to be fully independent in their play and learning. The childminder encourages children to do as much for themselves as possible. They relish the responsibility of helping to set up activities and making their own lunches under her close supervision. Children see tidying up as an activity and choose to do this spontaneously. They know that this is expected of them before they move on to their next activity. This helps children to understand the rules and boundaries in place, and helps keep them safe as they learn about the importance of assessing risks and managing their environment.
- As well as providing children with opportunities to play outside each day, the childminder regularly includes trips and outings to build on children's experiences. For example, children learn about taking care of the environment, being socially responsible for wildlife, and the benefits of regular exercise and fresh air while enjoying bug hunts organised by the National Trust. In addition, the childminder shares a wide range of free activities and ideas for how parents can support their child's learning at home, including free organised events and social activities.
- The childminder is committed to keeping her knowledge and skills up to date and goes above and beyond the requirements for mandatory training. For example, she understands the importance of safeguarding and prioritises this. She chooses to undertake annual courses and uses self-evaluation and parental appraisals to continuously improve the quality of her provision. Parents are overwhelmingly happy with the quality of education and care that their children receive. They are thrilled at the rapid progress their children make in their development and engage well with the childminder's systems for communicating with them regarding their children's progress and needs.

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	EY407176
Local authority	Surrey
Inspection number	10375745
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	4
Date of previous inspection	1 May 2019

Information about this early years setting

The childminder registered in March 2010. She lives in Walton-on-Thames, Surrey. The childminder operates Monday to Friday, from 7.30am to 6pm, for most of the year. She offers places for funded early education for children from birth to four years old.

Information about this inspection

Inspector

Leanne Merritt

Inspection activities

- 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.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- 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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