

Childminder report

Inspection date: 13 May 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children appear happy and settled with the childminder. They joyfully play together in the well-organised garden. Children giggle with delight as they play with footballs and basketballs. They roll, catch and throw them to one another with increasing confidence. Babies demonstrate warm and sensitive relationships with the childminder. They seek her out for cuddles and reassurance as they settle into the morning routine.

The childminder is passionate about teaching children the importance of respect for others. She uses friendly reminders, such as 'sharing is caring', encouraging children to play fairly and kindly. Children demonstrate their understanding of these expectations. They take turns effortlessly as they share resources during a game. Children behave well.

Children benefit from a broad and interesting curriculum. The childminder incorporates her local environment into children's activities. For example, she includes nature walks in children's learning to provide them with information about the world around them. The childminder also takes children to a nearby farm to see sheep and cows. Together, they discuss the lambs that have recently been born, which they have seen on a recent outing. Children engage in enriching experiences.

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

- The childminder creates learning opportunities that prepare children for school. She plans exciting activities to build on children's knowledge across different areas of learning. For example, children become engaged in following patterns as they sort coloured dinosaurs. The childminder encourages children to count and uses language, such as 'more' and 'less', to describe quantity. This promotes children's understanding of mathematical concepts.
- Children excitedly explore with outdoor equipment. Together, they carefully construct balancing beams. The childminder talks about the different shapes they are creating as they connect the beams together. Children demonstrate their knowledge as they discuss the properties of squares and triangles. Children balance with confidence as the childminder encourages them to explore their abilities. Children develop good physical skills.
- The childminder develops activities that build on children's positive attitudes to learning. She keeps them engaged with exciting listening and attention games. For instance, she introduces them to different objects and develops children's understanding of descriptive language. Furthermore, children are motivated to participate in singing and music experiences. They joyfully select different nursery rhymes from a song bag. Children are able to use their recall and

memory skills as they sing songs and remember words and actions.

- The childminder supports babies' growing communication skills. She encourages them to develop an understanding of single words. For example, she speaks clearly and uses simple signs as she talks. Babies begin to imitate sounds as they smile happily in response. Language development is well supported by the childminder.
- The childminder promotes children's independence well. For instance, children enjoy making their own lunches. They use knives carefully as they confidently spread butter on their wraps. The childminder encourages them to explore different foods as they add a range of ingredients. Children are also confident to manage their own hygiene needs, such as washing their own hands and wiping their faces after eating. Children learn a range of self-help skills.
- Parents are happy with the care and support provided for their children. They appreciate updates through photos and discussions to share the activities that children have enjoyed. However, the childminder does not currently support parents so they can extend children's learning at home. This does not fully promote continuity in care and learning.
- The childminder is passionate about her professional development. She engages in training to increase her understanding of early years teaching. The childminder reflects on her practice frequently and targets her training specifically. For example, she has recently developed her knowledge of supporting children who may need additional support for their speech and language. This means that children benefit from a high quality of teaching.

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:

- develop effective communication strategies to support parents to extend children's learning further at home.

Setting details

Unique reference number	EY409021
Local authority	Surrey
Inspection number	10392091
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	7
Date of previous inspection	1 August 2019

Information about this early years setting

The childminder registered in 2010. Her provision is located in Gomshall, Surrey. She operates from Monday to Thursday, from 7.30am to 5pm, for most of the year. The childminder has a relevant childcare qualification at level 6. She provides government-funded early years education to eligible children between the ages of nine months and four years.

Information about this inspection

Inspector
Nicola Houston

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025