

Childminder report

Inspection date: 25 September 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children thrive in the care of this warm and responsive childminder. New children settle quickly and demonstrate that they develop positive relationships with her. Children show that they feel at home and confidently explore their surroundings. The childminder designs her curriculum based on her understanding of the children in her care. She focuses on the development of children's social, physical and communication skills to prepare them for the next stage of their learning journey. The childminder considers how she can help children to learn the skills that they need. She uses topics to expand children's interests to help them to learn about the world around them. For example, children explore autumn as they learn and recall key vocabulary, such as 'conker'.

Children benefit from hands-on experiences that build on their knowledge of the world around them. For instance, the childminder takes children on regular visits to places within the local community, such as the allotment to learn how fruit and vegetables grow. The childminder teaches children how to manage their health and hygiene. She builds on children's learning and reminds them of how they have been taught to wash their hands, so they can remember to do this on their own. This prepares children very well in their health and self-care needs.

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

- Children show high levels of confidence and immediately get involved in the play opportunities on offer. They demonstrate a positive attitude to their learning. For example, children test the speed as they roll cars down ramps and enthusiastically tell the childminder which is faster.
- The childminder supports children's early independence well. She encourages children to make their own decisions and become confident and independent learners. Children choose what they want to do throughout the day. For instance, they tell the childminder when they wish to play outdoors and fetch their shoes.
- Children behave well. They develop a caring and affectionate approach towards others. The childminder is a positive role model. She promotes good manners and offers children gentle reminders about what type of behaviour is expected. For example, the childminder reminds older children to be gentle with their younger peers. This helps children to learn about the expectations for their behaviour. The childminder offers children positive praise for their efforts. This supports children's confidence and self-esteem well.
- The childminder teaches children early mathematical language and concepts. For example, children explore size and speed as they play with cars, a garage and ramps. However, occasionally, the childminder does not fully support older children to develop their knowledge of how to count correctly. One example of

this is when she does not help children to count correctly the number of fingers shown during song time.

- Partnership with parents and carers is strong. They are extremely pleased with the service that the childminder provides. Parents say that their children love to come each day and appreciate the range of opportunities the childminder plans for them. The childminder encourages parents to provide ongoing feedback about how their children are developing to continue their children's learning at home. Parents are very happy with the service and appreciate the childminder's support.
- The childminder supports children to develop a knowledge of healthy habits that promote good well-being and physical health. Children enjoy daily home-prepared meals that the childminder makes. Children learn about managing some risks. For example, as young children learn to negotiate steps in the childminder's home and garden, she teaches them to climb down these feet first. This helps children to learn how to be careful and manage risks as they play.
- The childminder is knowledgeable and has a strong understanding of how children learn and develop. Despite this, she is still reflective and seeks to develop her knowledge to support her practice even further. For example, the childminder plans to attend training that specifically meets the needs of children attending, such as babies. She also meets with other childminders and engages in professional conversations to help ensure that she stays up to date with current childcare practices.

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:

- provide consistent support for children to identify simple mathematical problems, and build on their knowledge of counting further.

Setting details

Unique reference number	EY419216
Local authority	Surrey
Inspection number	10407914
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 January 2020

Information about this early years setting

The childminder registered in 2010 and lives in Leatherhead, Surrey. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except in August, when she closes for one month. The childminder has a relevant early years qualification and provides government-funded childcare.

Information about this inspection

Inspector

Shona Allerton

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.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the 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.

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