

Childminder report

Inspection date: 17 February 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

The childminder provides an appealing and safe environment. Toys and equipment are easily accessed by children to encourage independent choices in their play. Children explore with increasing confidence and resilience to deal with challenges. For instance, they persist in finding the correct pieces to complete their puzzles and show immense pride when these are accomplished. Children are then equipped with the knowledge they need to continue to succeed with other puzzles. The childminder sensitively guides them if faced with any difficulties. This promotes children's sense of self-worth. They make good progress in learning.

Children thoroughly enjoy playing with their friends and the childminder. They form close connections with each other. Even the youngest children show respect and compassion as they spontaneously hug their friends. The childminder is a good role model who actively encourages children to be kind and courteous. Children use polite words such as 'please' and 'thank you' appropriately.

The childminder creates a comprehensive curriculum around children's interests and needs. Various exciting trips made in the local area and further afield enhance children's learning. For instance, a visit to the library exposes children to a range of stories and information books. They gain good knowledge and remember facts, such as the stages in the life cycle of a butterfly. Children develop a real love for books and regularly pick up their favourite books independently. This is illustrated in their role play when choosing to read to dolls and using impressive intonation.

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

- The childminder enhances children's communication and language skills well. Children listen intently to stories and enjoy singing songs and nursery rhymes. The childminder promotes their thinking skills to help recall words learned previously. Children competently use phrases and sentences to share their ideas and thoughts. These learning opportunities contribute well to widening children's already good vocabulary.
- As part of their outdoor curriculum, children learn first-hand about the different types of transport. The childminder helps them to distinguish between the sounds produced by aeroplanes, buses and trains. In this way, children become aware of the various sounds in their environment. These skills help to facilitate children's recognition of different letter sounds in preparation for early reading.
- The childminder closely monitors children's ongoing progress. As a result, she has a thorough understanding of their current knowledge and capabilities. She uses this information about each child to identify appropriate next steps in learning, such as their readiness for early reading and writing skills. Overall, children acquire lots of new skills and knowledge. However, on occasion, the

childminder does not implement her intended sequenced curriculum sharply enough to build on children's existing learning and take them to the next level. Despite this, children do have a wonderful time in the childminder's care.

- The childminder recognises the importance of teaching children about ways to follow a healthy lifestyle. She consistently encourages good hygiene routines, such as handwashing, and provides nutritious and balanced meals. At times, however, the childminder does not always consider opportunities to educate children about the effects of different food groups or the benefits of exercise on their bodies. Consequently, children's understanding of the importance of such activities is not fully enhanced.
- Children love to practise what they know through role play. They use their good imaginations to create scenarios with the available resources. For instance, children use their doctor's kit and politely ask their friends to lie down so they can use their stethoscope. They talk with great kindness to the 'patient', constantly reassuring them. In this way, children show that they understand about people who help us.
- The childminder is committed to driving continual improvement. She aims to provide the highest quality of care and education for children. This is supported by her dedication to complete a range of training to further enhance her already strong knowledge and good quality of teaching.
- Parents are extremely delighted with the service the childminder provides. They describe the setting as a 'special place that nurtures and enriches' their children's lives and enables them to thrive. They highly value the kindness and patience the childminder shows. Parents are particularly grateful for the flow of two-way communication to support their children's personal needs, such as toilet training. In addition, they comment on how the variety of outings their children experience has enhanced their speech, social skills and confidence.

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:

- make better use of opportunities to raise children's awareness about the benefits of adopting a healthy lifestyle
- focus interactions with children more precisely to further promote their progress towards next steps in their development.

Setting details

Unique reference number	EY425670
Local authority	Surrey
Inspection number	10380631
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	6
Date of previous inspection	17 June 2019

Information about this early years setting

The childminder registered in 2011. She lives in Ashford, Surrey. The provision operates from 8am to 6pm, Monday to Thursday, all year round. The childminder works with her mother, who is also a registered childminder. She is eligible to provide funded early education for children from the ages of nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

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 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 is having on the children's learning.
- The inspector and the childminder carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- 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