

# Childminder report

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Inspection date: 20 March 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled. The childminder knows the children in his care well, including their development to date, care needs and individual characteristics. He is attentive to their needs and helps them to join in with the activities provided. Children demonstrate high levels of confidence and emotional well-being. They eagerly explore their surroundings and choose what they want to do.

Children show a positive attitude to their learning. The childminder provides them with a rich set of experiences to help them to develop knowledge and skills across all areas of development. He is committed to ensuring that all children, including those with special educational needs and/or disabilities develop the knowledge and skills they need for the next stage in their learning. Regular checks on children's learning and development enables him to quickly identify gaps and provide targeted support when needed.

Children make good progress from their starting points. They are motivated learners and eager to join in with activities. They demonstrate pride in their achievements and show satisfaction in meeting their own goals. For example, when they complete tasks, such as writing their names, they eagerly tell the childminder 'I did it'.

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

- The childminder provides children with many experiences to help them learn about the wider world. For instance, he regularly takes them on visits to recreational parks, national parks, and other places of interest. Children show curiosity about their surroundings and are eager to explore what they see. For example, they use magnifying glasses to examine leaves and search for insects in the childminder's garden.
- The childminder places a strong focus on supporting children's communication and language skills. Throughout activities, he engages in dialogue and encourages younger children to repeat words and phrases. Older children demonstrate a good understanding of words and their meanings. For example, during discussions, they talk about being patient and explain that this means waiting for their turn.
- Overall, the teaching is good. The childminder plans fun and engaging activities to enhance children's learning. For example, children practice cleaning their teeth and discuss why this is important. However, on occasion the childminder asks children questions but does not always give them sufficient time to think and respond. This does not fully support their critical thinking skills.
- The childminder places a good emphasis on supporting children's overall health and well-being. He ensures that children have plenty of fresh air and exercise,

provides nutritious snacks and reminds them of the importance of keeping themselves hydrated. Children demonstrate a secure understanding of the importance of making healthy food choices. For example, during mealtimes, they talk to the childminder about the foods that are good for them and identify those that are not. Overall, the childminder encourages children to follow robust hygiene practices, including washing their hands regularly. However, he does not consistently encourage children to recognise when they need to wipe their noses and encourage them to do this independently.

- The childminder has high expectations for children's behaviour and conduct. He provides them with clear age-appropriate rules and boundaries and regularly praises them to reinforce positive behaviour. He acts as a positive role model, has a gentle approach and communicates respectfully with children. Children develop strong social skills and interact with kindness and respect. They happily share, take turns and are friendly to others.
- The childminder ensures that children have plenty of opportunities for outdoor physical exercise. Children thoroughly enjoy their time outdoors and develop strong physical skills. They use apparatus with confidence, manoeuvre around obstacles, and demonstrate early writing skills as they make marks with chalk on paving.
- Partnerships with parents are good. The childminder communicates well with them to ensure they are kept well informed about all aspects of their children's learning and development. Parents comment that their children enjoy the various activities provided by the childminder, including arts, crafts and the many outings the childminder takes them on.
- The childminder has developed strong links with other settings that children attend. He regularly shares information on children's learning and care needs. This helps to ensure continuity of care and a consistent approach to their development.

## 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:**

- strengthen the use of effective questioning skills, to give children more time to think and respond and enable them to share their thoughts and ideas
- extend the opportunities for children to learn how to manage their own self-care practices independently, including nose wiping.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY442049                                                                          |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10390443                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 10 March 2022                                                                     |

## Information about this early years setting

The childminder registered in 2012 and lives in Egham, in Surrey. He provides care for children Monday to Thursday, from 8am to 5.30pm, all year round. The childminder works alongside another registered childminder, who is his wife. The childminder receives funding to provide free early education for children aged three and four years.

## Information about this inspection

**Inspector**  
Ingrid Howell

### Inspection activities

- The inspector carried out a learning walk to discuss the childminder's curriculum, including how the childminder assesses and plans for children's learning.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector took account of the views of parents through written feedback provided.

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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