

Childminder report

Inspection date: 19 August 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 flourish in the childminder's care. They are welcomed into her calm and homely setting where they receive lots of love and attention. The childminder works seamlessly with parents from the outset. This helps her to gather information about the children's family and their routines. The childminder uses this information to help her plan her environment to meet the needs of the children she is caring for. As such, children are settled and demonstrate they feel safe and secure, seeking out cuddles and reassurance when they need them.

Overall, the childminder plans an ambitious curriculum that prioritises children's social skills and outdoor learning. The childminder plans daily outdoor activities, such as trips to the local farm, parks and toddler groups. This enables them to mix and socialise with other groups of children. Furthermore, this helps children to learn about their local community and the wider world around them.

The childminder has high expectations of children's behaviour. She provides children with sensitive reminders to use their good manners. Children eagerly follow the childminder's instructions to help tidy away what they have finished playing with before selecting other resources to explore. Children's behaviour is good.

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

- The childminder uses her observations and assessment to help her identify any gaps in children's learning and development. As such, when children require additional support, this is quickly implemented. The childminder works in close partnership with outside agencies and builds strong partnerships with other settings that children attend. This helps to ensure that the individual needs of children are met. As such, all children make good progress from their starting points.
- Mostly, the childminder plans a well-sequenced curriculum that follows children's interests. She reflects on the children's interests and incorporates these within the children's play. However, on occasion, the childminder does consider the intent of the activities to provide further structure to children's learning. For instance, the childminder tends to focus more on what the children are interested in and, therefore, it is not always clear what new skills and knowledge she wants the children to acquire.
- The childminder is skilful at supporting children's behaviour and emotional development. As children play, she talks about different feelings. This helps children understand different emotions and supports them to behave well.
- The childminder is passionate about supporting children's communication and language skills and incorporates lots of singing as children explore the toys. For

example, she sings familiar rhymes, and children join in mimicking the different animal sounds in the rhyme. Furthermore, the childminder encourages children's interests in books. She uses props, such as puppets and the characters from the story, when looking at books. Young children laugh and giggle as they match the characters to the pictures in the story. Children are becoming confident communicators and developing their early literacy well.

- Overall, the childminder supports children's understanding of safety. For instance, she talks to children about road safety and completes regular risk assessments on the places she visits. However, the childminder has not considered how she can begin to help children learn about online safety in an age-appropriate way within her curriculum.
- The childminder has strong relationships with parents. She places great importance on including parents in their children's learning. The childminder keeps parents up to date with their children's progress. Parents are grateful for the 'countless opportunities' their children have to explore and visit new places with the childminder.
- The childminder ensures that their knowledge remains up to date. Most recently, the childminder has undertaken research and worked with other professionals to further develop her understanding of supporting children's emotions. This helps her put in strategies within her setting to help all children understand their feelings and develop their social skills.
- The childminder ensures that she has regular supervisions with any assistants that she works with. This helps her monitor their ongoing suitability and plan for any training needs.

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 curriculum intent to help children build on what they already know and can do to fully support children's progress
- improve the curriculum to teach children about online safety and how to keep themselves safe when accessing the internet.

Setting details

Unique reference number	EY447385
Local authority	Surrey
Inspection number	10409775
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 12
Total number of places	9
Number of children on roll	16
Date of previous inspection	9 August 2022

Information about this early years setting

The childminder registered in 2012 and lives in Redhill, Surrey. She operates Monday to Friday, between the hours of 6.30am and 6.30pm, all year round, with the exception of bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3. Occasionally, she works with assistants, one of whom holds a relevant childcare qualification at level 3. The childminder offers government funded childcare.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their written views of the childminder's 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