

Childminder report

Inspection date:

11 March 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and they settle in well with the childminder. The childminder provides a welcoming and stimulating environment in which children are safe to move around with confidence. Strong bonds are evident, which helps children to feel secure and comfortable in her care. The childminder offers praise and encouragement to children, which helps to boost their self-esteem. Children respond positively to the childminder's praise, and they take pride in their achievements. For example, they clap and show satisfaction when they correctly fit blocks on top of each other when building a tower.

Children concentrate well and show a positive. For example, when exploring textures when painting, children become fascinated with the marks their fingers and hands are creating. However, there are some inconsistencies in planning the curriculum, which results in activities not always being targeted precisely to reflect children's individual learning needs. That being said, the childminder successfully supports children's engagement in activities well overall.

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

- The childminder has a secure understanding of the signs and symptoms that could indicate that a child is at risk of harm or abuse. She is aware of the relevant agency to contact in her local authority should an allegation be made against either herself or a member of her family. However, although the childminder does have a written safeguarding policy, this has not been updated to reflect changes on how to report areas for concerns in line with local protocol. As a result, she cannot fully ensure that she would be able to make a referral for safeguarding concerns as swiftly as possible.
- Overall, the childminder plans a broad range of activities. However, she does not always target these to precisely reflect children's individual learning needs. Some activities, such as focusing on numbers and colours, are too complex for the young age of the children taking part. As a result, children do not always benefit from the intended learning.
- The childminder consistently talks to the children, providing a narrative as they play. She allows time for children to respond which supports their emerging vocabulary. The childminder repeats phrases and words back to the children. She recognises that children's 'babble' is a precursor to talking and she supports this development well. The childminder uses stories and books to support children's imagination and literacy. Children cuddle up close as the childminder reads them a story. They become animated and demonstrate their delight as they turn the pages and point out familiar characters.
- The childminder is kind, gentle and is a good role model. Overall, she sets high expectations for behaviour. She reminds children to say please and thank you to

help develop their social skills. At times when some children struggle with their emotions the childminder is patient and offers a soothing approach. This helps children to feel calmer. However, although the childminder is generally effective about managing children's behaviour, she does not fully consider how to help children to understand their emotions and learn to regulate their behaviour.

- Children's hygiene and understanding of healthy lifestyle is promoted well. The childminder provides a range of fruit and vegetable snacks for children to choose. She cooks healthy and nutritious meals. Children are reminded to regularly drink water. The childminder provides a rich set of outside learning activities that help close any gaps in children's experiences. For example, children visit local woodlands and National Trust properties. The childminder takes them to singing groups. Children regularly mix with larger groups of children which helps with their social skills and gives them an understanding of the diverse community in which they live.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
maintain up-to-date contact details to be followed for the protection of children, ensuring this is in line with the local safeguarding partnership procedures, to refer concerns as swiftly as possible	11/04/2025
devise and implement an ambitious curriculum that reflects children's individual learning needs	11/06/2025

To further improve the quality of the early years provision, the provider should:

- develop a consistent approach to teaching children about understanding their emotions to help them to regulate their behaviour.

Setting details

Unique reference number	EY450038
Local authority	Surrey
Inspection number	10388614
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 9
Total number of places	3
Number of children on roll	5
Date of previous inspection	19 July 2019

Information about this early years setting

The childminder registered in 2012 and lives in Caterham, Surrey. She works Monday to Friday throughout the year between 7.30am and 6pm. The childminder holds a childcare qualification at level 3. The childminder provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of the childminder's interactions with children.

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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