

# Childminder report

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Inspection date: 27 January 2025

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

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| 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

The childminder has a warm, nurturing and kind approach. This helps children to feel safe and excited to explore the home-from-home environment. Children show a positive attitude to learning and are keen to engage with the childminder and take part in the many activities provided. For example, babies squeal with delight as they build towers and then knock them down. Children eagerly take part in a musical session. The childminder joins in with the children and demonstrates how to use the musical instruments. Children are highly engaged and show their creativity as they play their instruments. They demonstrate good physical skills as they shake bells and tambourines.

Children's communication and language development is a key focus of the childminder. She chats happily with children as they play, modelling new language. For example, as children reach up high to pop bubbles blown by the childminder, she introduces words such as 'pop' and 'bang'. This helps to increase their vocabulary. The childminder supports children to develop an early love of books. She provides a range of different books, such as electronic books. Babies giggle with delight as they press the buttons to operate different sounds. This helps develop their coordination and understanding of cause and effect.

Children's behaviour is good. They follow the childminder's simple clear instructions and routines well. The childminder follows consistent hygiene routines, such as handwashing. This helps to promote their understanding of practices that contribute towards good health.

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

- Partnerships with parents are highly effective. The childminder communicates well with parents, verbally and through online messages. She shares ideas with parents about how to continue children's learning at home. Parents say their children have developed their independence skills since attending the childminder's setting. They comment that she provides 'exceptional care'.
- The childminder knows the children well. She can confidently talk about their abilities and individual characteristics. The childminder gathers development information from parents before children begin at the setting. She uses this information to begin planning activities from the start that she knows children will enjoy.
- Overall, the childminder has developed a good curriculum to ensure that children have the skills they need to support their future learning. However, at times, she does not focus specifically on children's next steps in learning during activities, to help extend their learning even further. For example, on occasion, activities are a little too complex and the youngest children lose interest and do not fully

benefit from the intended learning.

- The childminder incorporates mathematical skills through activities such as singing number nursery rhymes. While children play with stacking cups, the childminder supports their learning by counting and naming colours. This helps children to develop a strong foundation for early mathematical understanding.
- The childminder supports children's understanding of their community and the world around them. She plans a range of outings in the local community. For instance, children enjoy visiting local museums, libraries and attending play sessions with other childminders. This supports their social skills and confidence well.
- Children learn about diversity and different cultural celebrations through a range of different activities, such as food tasting for Chinese New Year. This supports them to build on their knowledge of other cultures beyond their own.
- The childminder is sensitive at nappy changing times, asking the children if she can change their nappy. She provides explanations and one-to-one engagement to help children feel comfortable. This helps children develop a strong sense of self and promotes their wellbeing.
- The childminder provides an inclusive setting. Children with special educational needs and/or disabilities make good progress in the childminder's care. She works in close partnership with a range of professionals and parents to implement strategies that specifically address children's individual needs.
- The childminder is reflective of her practice. She regularly seeks feedback from parents by asking them to fill in questionnaires about her practice. The childminder takes effective steps to keep her knowledge and skills up to date. For instance, she has undertaken numerous training courses to further increase her knowledge of child development and how to support children to regulate their emotions and behaviour.

## 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 planning of activities to include more precise intentions for younger children's learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY470885                                                                          |
| <b>Local authority</b>                             | Surrey                                                                            |
| <b>Inspection number</b>                           | 10376158                                                                          |
| <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> | 0 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 13                                                                                |
| <b>Date of previous inspection</b>                 | 20 May 2019                                                                       |

## Information about this early years setting

The childminder registered in 2013. She lives in Ashford, Surrey. The childminder operates her service each weekday from 7.15am to 6pm, all year round, except on public bank holidays. The childminder provides funded early education for children.

## Information about this inspection

### Inspector

Sarah Richards

### Inspection activities

- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector held discussions with the childminder about how she plans to support the individual learning needs of children.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and suitability checks.
- The inspector reviewed written comments from parents and considered their views and opinions.
- A joint observation of an activity was carried out with the childminder.

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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