

Childminder report

Inspection date: 8 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are keen and confident learners at the childminder's welcoming setting. The childminder forms respectful and nurturing bonds with children. There is plenty of love, joy and laughter. This is evident when children invent funny phrases that make others giggle. In this way, children's uniqueness is encouraged and celebrated. Children show that they feel safe and secure.

The childminder knows children well and focuses her curriculum on their interests, abilities and needs. She places a strong emphasis on preparing children for school, such as promoting their self-care skills. This happens in partnership with parents and other early years settings children may attend. The childminder gathers information from parents about children's home experiences. This enables her to provide opportunities that some children may not have experienced before. For example, she takes children to visit a train station and teaches them about safely crossing the bridge. The childminder encourages children to notice things they hear and see there, including any numbers, colours and letters. All children make continually good progress.

The childminder models qualities, such as kindness and consideration. She teaches children the rules and boundaries in place and explains the reasons behind these. For example, she talks about the safety aspects of tidying away their toys after they have finished playing with them. Children listen attentively and readily follow all instructions. These strategies help children effectively to behave well and stay safe.

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

- The childminder proactively keeps her knowledge up to date. She has recently completed a professional course covering a variety of early years topics, which has helped to considerably improve her understanding of child development. Her new knowledge has been instrumental in further benefitting children's learning. For instance, she has a better awareness of allowing children enough time to think and respond to the questions she poses.
- The childminder promotes children's communication and language skills well. Children hear her narrate what they are doing and learn new words. The childminder repeats children's sentences back to them to correct their pronunciation, if needed. She is highly responsive to their questions, which regularly leads to meaningful two-way discussions. In this way, children acquire a wider vocabulary and become confident and competent communicators.
- During adult-led activities, the childminder supports children's next steps in learning through appropriate interactions. However, at times, her planning and teaching does not always build precisely on what children already know and can

do. For example, during a group mathematics game, the childminder does not build or extend children's learning in numeral recognition and counting based on their existing abilities. On these occasions, some children become disengaged and lose interest.

- Developing children's independence in managing their self-care needs is promoted well, such as practising to dress themselves at their weekly swimming sessions with the childminder. However, children's abilities to think for themselves and to help solve setbacks in their independent play are not as well promoted. The childminder is sometimes too quick to help children when they come across any minor difficulties. At these times, children do not have opportunities to consider their own ideas and test them out or develop the resilience to follow a task through.
- Outdoor learning is a key strength. The childminder recognises that some children prefer to be active and explore in the fresh air. She organises a variety of real-life experiences that help children increase their knowledge of the local area. For instance, the childminder takes children to the local shops to learn about selecting and buying items. When back at the setting, children draw on this learning to enhance their imaginative role play. They negotiate the different roles of a shopkeeper and a customer, and enthusiastically act these out with commitment.
- Partnerships with parents are strong and highly effective. The childminder keeps parents well informed about activities their children take part in through daily discussions and electronic systems. She provides ongoing advice and support to continue children's development at home. This is warmly welcomed and valued by parents. Alongside the good communication with parents, the childminder regularly keeps in touch with staff at other early years settings children attend. This helps to provide consistency in children's care and education.

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:

- maintain a sharper focus on individual children's intended learning and build on their existing knowledge and skills, particularly during adult-led activities
- provide more opportunities for children to enhance their problem-solving skills and increase their levels of perseverance when minor difficulties arise in their play.

Setting details

Unique reference number	EY470992
Local authority	Surrey
Inspection number	10372670
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	3 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 April 2019

Information about this early years setting

The childminder registered in 2014. She lives in Walton-on-Thames, Surrey. The provision operates from 7.30am to 6pm, Monday to Thursday, during term-time only. The childminder is eligible to provide funded early education for children aged from nine months up to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a group activity.
- Parents shared their written 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.

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