

Childminder report

Inspection date: 10 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder is warm and attentive. She knows the children well and recognises when they need emotional support. She provides them with comfort and reassurance. Children show they have developed strong bonds with the childminder and respond well to the support that she offers them. This helps children to quickly settle and engage in their learning.

Children behave well. For instance, when the childminder asks them to help tidy away the toys, they readily join in and follow her instructions for where the toys belong. The childminder provides them with clear instructions and role models what they need to do. This enables children to learn what is expected of them and to take care of their surroundings.

The childminder has high expectations for all children to succeed in their learning. She ensures that she offers a curriculum that is broad and varied. For instance, she supports children to build on their physical skills, such as encouraging them to pick up their chopped-up blueberries to add to their yoghurt. This provides children with opportunities to develop their hand grip and practise skills that will later support their writing development.

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

- The childminder has responded to the previous action by improving her understanding of what she needs to notify to Ofsted. She has also reviewed her provision to ensure that she provides children with learning experiences that help to prepare them for life in modern Britain. For instance, she supports children to learn about similarities and differences between themselves and others. This helps children to develop respect for other people.
- The childminder designs an ambitious curriculum that aims to support children to make good progress. She monitors children's development, which helps her to decide what she wants them to learn next. Overall, the childminder plans well for children's continued learning. For instance, she encourages them to make healthy ice creams. She shows children how to add their chopped fruit to the pots and spoon the yoghurt on top. Children watch what they need to do and copy the childminder. However, on occasion, the childminder plans and implements activities that are too ambitious for children and do not meet the children's next steps in their learning. At these times, children do not benefit from teaching that is age- and stage-appropriate.
- Children receive good support to develop their communication and language skills. For example, the childminder plans music activities for them. She carefully considers which resources to use during these activities to encourage children to practise their speaking skills. Children enjoy finding the matching toy animal to

the ones in the song. They make animal sounds and attempt to say what they are called. The childminder repeats the words back clearly to children. This enables them to hear the correct pronunciation, which helps children to develop their speaking skills.

- The childminder supports children to learn how to take care of their bodies. For instance, she helps them to clean their hands before they take part in food activities. She also reminds them to drink water regularly. This helps children to learn how to look after themselves.
- Partnerships with parents are effective. Parents appreciate the care and learning that the childminder provides for their children. Parents say the childminder is friendly and calm, and their children feel happy and safe with her. She shares relevant information with parents, such as their child's development and ideas for home learning. The childminder also asks parents to share children's experiences at home. She uses this information to enable her to meet children's care and learning needs. However, arrangements to provide consistency of care and teaching with other settings that the children attend are not consistently secure. The childminder has not been fully successful in her efforts to establish a two-way flow of information with staff at the other settings. This does not fully enable children to receive consistent support in their development.
- The childminder implements effective risk assessments. For instance, she identifies potential risks and manages these appropriately. She also supervises children well, including during mealtimes. This helps to keep children safe.

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 practice so that activities are age- and stage-appropriate and focused more precisely on what children need to learn next
- strengthen partnerships with other settings that children attend to enable consistency of care and teaching.

Setting details

Unique reference number	2706047
Local authority	Surrey
Inspection number	10404934
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	11 April 2025

Information about this early years setting

The childminder registered in 2023. She provides care from her home in Guildford, Surrey. The childminder works from Monday to Friday, 7.30am to 6pm, 47 weeks a year. The childminder provides government funded early years childcare to eligible children between the ages of nine months and four years.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting through written feedback.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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