

Childminder report

Inspection date: 16 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is warm and nurturing. She provides a home-from-home environment that gives children a deep sense of security. Children approach the childminder regularly to join in with their play. For example, as they role play doctors, the childminder happily joins in as they use a toy stethoscope and blood pressure monitor. They giggle in delight as they pretend to take her temperature with a thermometer.

The childminder offers an interesting and engaging curriculum. A key strength of the curriculum is the way that children have opportunities to develop their physical skills. The childminder encourages children to develop their fine motor skills as they bend straws into shapes and use tweezers to pick up coloured dinosaurs, placing them into matching bowls. They develop their gross motor skills through, for instance, woodland walks and visits to local parks and National Trust venues. Children enjoy the opportunity to practise their climbing, running and balancing skills.

The childminder has high expectations of children's behaviour. She teaches them to listen, communicate positively, and understand how their actions can impact others. The children play together well, and their behavior is good.

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

- The childminder encourages children to develop a love of books. Children enjoy looking at books independently and listening to a story as a group. The childminder makes stories interesting and engages them by using props. For example, she uses engaging props to bring stories like 'The Very Hungry Caterpillar' to life, capturing children's focus and attention. Children become absorbed in their play, developing good attention skills, as the childminder makes learning fun.
- The childminder gathers information from parents to understand their children before they join the setting. This information helps her to plan and decide what each child can do and needs to learn next. However, occasionally, the childminder does not incorporate these next steps into activities. For example, although she recognises that children need support to develop their counting skills, she has not fully identified how to help them to practise these, such as by counting and using numbers during play.
- The childminder skilfully supports children's communication and language. She introduces a range of new vocabulary, such as 'seed' and 'plant', as children share a story about a beanstalk. The childminder encourages conversations, adding vocabulary and using repetition to support children in remembering more. This helps children to become confident communicators.

- Children have excellent opportunities to develop their personal and social development. They greatly benefit from going out into the local community, where they socialise with other children and meet new people. For example, they visit the local library and church, attend toddler groups, and visit other childminder's homes. This helps them to be confident in new situations and larger groups.
- Partnerships with parents are good. The childminder ensures that parents are kept up to date about all aspects of their children's care and learning. However, she has not developed effective partnerships with other settings that children attend. This does not fully promote continuity in care and learning.
- The childminder provides a range of opportunities for children to develop their independence. For instance, children are encouraged to take responsibility for keeping the environment tidy. They learn about good hygiene as they wash their hands before eating and after using the toilet. Children talk confidently about needing to 'wash the germs away.' This helps them develop a good understanding of how to keep healthy.
- The childminder provides children with a good range of opportunities to develop an awareness of different cultures and celebrations. Before children attend, she gathers parents' information about family traditions, celebrations, and significant events. Children learn about festivals from around the world, such as 'Holi' the Hindu festival of colours.
- The childminder is reflective and takes effective steps to keep her knowledge and skills current. She regularly completes training that is beneficial to her practice. The childminder has built networks with other childminders in her local community. This helps her to keep up to date with changes and share best practice.

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:

- enhance the curriculum for mathematics to offer children more encouragement to practise using maths and counting
- develop partnerships with other settings that children attend to promote consistency and to share relevant information for all children.

Setting details

Unique reference number	2725941
Local authority	Surrey
Inspection number	10398089
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023, and lives in Guildford, Surrey. She is open Monday to Thursday between 7.30am and 5pm. The childminder provides funded early education for children age nine months upwards.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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