

Childminder report

Inspection date: 27 June 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are at the heart of everything this childminder does. The childminder has the highest aspirations for all children. She has created a highly ambitious curriculum that is rich and vibrant. Children are extremely motivated across the superb, highly stimulating learning environment, where teaching is inspiring.

The childminder has an excellent understanding of what she wants children to learn. She meticulously plans learning experiences, carefully considering how to build on children's prior knowledge in each area of learning. The childminder weaves in every opportunity to enhance children's mathematics and language skills. For instance, she encourages children to add and subtract with 'glitter gems' as children search for pirate treasure. This provides stimulating challenges for the most able children. This means that children make excellent progress and develop a deep understanding of numbers to ten and beyond.

The childminder has extremely high expectations of children. As a result, children's behaviour is exemplary, and they have impeccable manners. For instance, without prompting, children say 'excuse me please' and ask their friend politely if they can pass them the yellow rectangle as they explore a shape activity. Children speak to each other with kindness and empathy. They gently remind younger children to share the resources. Children mimic the childminder's warm and nurturing interactions. This helps children to develop excellent early friendships.

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

- The childminder knows children and their families incredibly well. She completes comprehensive assessments through discussions with parents when their children start at her setting. She completes precise observations that enable her to successfully and accurately identify children's abilities and their next steps in learning. For example, if children are still mastering some speech sounds, she ensures she repeats words back to children. She increases older children's vocabulary with a wealth of stories. As such, all children are excelling in their communication and language.
- Children have strong, warm relationships with the childminder and respond extremely well to her calm and respectful manner. Children demonstrate excellent behaviour. The childminder consistently provides descriptive praise for children's achievements and efforts. This approach fosters children's exceptionally high levels of perseverance and resilience.
- The childminder creates opportunities for children to embrace a healthy lifestyle. Children thrive with the childminder in an environment where they know routines well. They prepare for mealtimes by washing their hands and helping to set the table. The nurturing childminder encourages children to prepare their

own lunch. For example, children spread their own butter and cut their cucumber as they make their cheese wraps. This helps them develop their healthy habits further.

- The childminder provides the children with a wealth of amazing learning experiences. She has made strong links across her community to enrich her curriculum. Children regularly visit a local care home, where they take part in shared activities with the residents. The childminder plans opportunities for children to travel on a train and ride on a bus. Through nature walks, children observe newly hatched baby birds in a nest. The childminder uses these opportunities to extend children's learning, as they create bird feeders for her garden. These real-life experiences are memorable for children and deepen their understanding of the world around them.
- Children with special educational needs and/or disabilities (SEND) receive exceptional support. The childminder swiftly identifies when children may require additional support, including children with SEND. Her knowledge of local services is excellent. The childminder collaborates with various professionals to tailor her teaching methods to ensure that all children achieve the best possible outcomes.
- Partnerships with parents are highly effective. The childminder shares important information with parents daily and offers individualised advice when they are facing challenges. As such, parents speak extremely highly of the childminder's passion, especially the way she 'wholeheartedly' advocates for children with SEND. Furthermore, the childminder shares ideas for children's oral hygiene at home. For instance, she shares information on how much sugar there is in certain foods to help support healthier options when at home. This helps parents support their children's health and development at home.
- The childminder has excellent relationships with the local nurseries and schools. She shares precise information to support children who attend more than one setting. The childminder implements the same strategies and routines at her setting as the children experience at other settings. For example, children read their own names on their drinking cups and their friends' and confidently hand these out at mealtimes. Furthermore, the childminder shares a wealth of information about children's progress and development before they leave her setting. This means that children are supported expertly to make a smooth transition to school or nursery.
- The childminder is passionate about her professional development. She is committed to improving her knowledge and that of any assistants she works with. For example, she has undertaken a wealth of research into supporting children with SEND. The childminder has regular meetings with her assistants to support their well-being and ensure ongoing suitability.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY377818
Local authority	Surrey
Inspection number	10399358
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 10
Total number of places	12
Number of children on roll	22
Date of previous inspection	28 November 2019

Information about this early years setting

The childminder registered in 2008 and lives in Tadworth, in the Borough of Reigate and Banstead. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder holds an appropriate childcare qualification at level 3 and works alongside assistants. She provides government funding for the children she cares for.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her curriculum.
- The inspector observed children playing and learning.
- The inspector talked to the childminder, childminder's assistant and the children at appropriate times during the inspection.
- Parents provided written feedback for the purpose of the inspection.
- The childminder showed the inspector a range of documents relating to the suitability of those working and living on the premises.

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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