

Childminder report

Inspection date:

30 September 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children form strong, stable relationships with the kind and caring childminder, who knows them and their families well. She works with parents from the outset before children begin in order to gather personal information about their care routines and needs. As such, the childminder is responsive and tuned in to children, which helps them feel safe and secure in her care.

The childminder plans an ambitious curriculum. She provides a language-rich environment for all children who attend. For instance, children choose props for the 'Goldilocks and the Three Bears' story. The childminder skilfully reads the story to the children as they use the characters to act out the story. This helps children to recall key phrases and deepen their understanding of stories. Furthermore, the childminder introduces new vocabulary as children are absorbed in the easily accessible books. This helps children make good progress in their communication and language.

The childminder has high expectations of children's behaviour. She is a good role model. Children respond positively to her kind approach. Children receive praise and are well mannered. They listen to the childminder well and follow the daily routines, such as tidying up. This helps children to develop pride in their environment.

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

- The childminder's curriculum nurtures children's imagination. Children dress up as doctors and use a pretend thermometer to take a doll's temperature. The childminder extends play by introducing new ideas and encourages children to build on their own storylines. For example, children develop their early writing skills as they pretend to write down an appointment to see a doctor. These experiences help children learn new concepts in their play. However, occasionally, during adult-led learning, the childminder plans learning that does not consistently follow a sequenced approach as she introduces too much at once. This means some children quickly become disengaged in what they are supposed to be learning.
- Children enjoy regular outings in the local community. The childminder plans ample opportunities for children to visit the natural environment. For instance, children visit the childminder's allotment and protected parks. Furthermore, the childminder plans visits to local places in the community, such as the village shops. This helps children to develop their knowledge about where they live.
- Overall, the childminder supports children in developing their independence. Children are confident at feeding themselves at mealtimes. However, the childminder's over-eagerness means that, sometimes, she is too quick to step in

to do things for children instead of encouraging them to try for themselves. This means children are not gaining as many opportunities to develop independence as they could.

- Children's behaviour is good. The childminder is sensitive and calm in her interactions. She encourages young children to take turns and share toys with their friends. As a result, children form positive relationships with each other and play together well.
- The childminder supports children's awareness of how vegetables are grown. She involves them in the full growing process, from planting seeds to harvesting the vegetables. Children work well together as they use the water butt with the childminder. They demonstrate great balance as they transport water to the various vegetables that they have grown in the childminder's garden. The childminder challenges children's thinking as they have meaningful conversations about the different colours of the tomatoes and when they know they are ripe and ready to pick. These opportunities help children to learn about the world around them.
- Partnerships with parents are effective. The childminder shares information in a variety of ways, including daily verbal feedback, photos and written assessments. As such, parents are grateful and praise the childminder's regular communication. They say their children are extremely settled and that their developmental needs are met.
- The childminder is committed to ongoing professional development and regularly reflects on the setting to ensure continuous improvement. Most recently, she researched how to support children's communication and language. This has strengthened her practice, enabling her to provide more targeted support to children and their families.

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 intent of planned activities to precisely sequence children's learning
- develop opportunities for children to build on their independence skills.

Setting details

Unique reference number	EY412295
Local authority	Surrey
Inspection number	10408157
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	3
Date of previous inspection	27 January 2020

Information about this early years setting

The childminder registered in 2010 and lives in Godalming, Surrey. She operates on Tuesdays, from 9am to 2.30pm, term time only. The childminder holds qualified teacher status. She provides government-funded early years education for all eligible children.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- The childminder showed the inspector around the premises and discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about their intentions for the children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their written views of the childminder's 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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