

Childminder report

Inspection date: 27 August 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 thrive in the expert care of the highly experienced childminder. They settle extremely well in her nurturing care. Children very quickly develop tremendously strong bonds with her. This supports children to feel relaxed and safe. They develop high levels of confidence to explore the highly stimulating environment and learn.

The childminder has a deep understanding of children and their families. She uses this knowledge and her superb understanding of child development to precisely tailor the curriculum, environment and activities around children's interests. Children flourish in the setting, which is rich in open-ended activities. The childminder carefully and expertly designs the curriculum to inspire children to be creative in their use of resources. For example, children are mesmerised by colour changes as they use blackberries to colour the play dough they make together. The childminder inspires children to explore and experiment. Children develop a highly positive attitude to their learning. They maintain focus and concentration for impressive amounts of time.

Children are highly engaged. They happily follow the childminder's calm guidance throughout the day and keenly explore the activities set out. The childminder carefully times when she supports children. She allows them time to give things a go. Children proudly show off their achievements.

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

- The childminder implements a highly ambitious and expertly tailored curriculum. This meets the needs of all children and helps them to make exceptional progress. The childminder provides ample opportunities for children to develop their independence from an early age. She supports children to develop a strong 'can-do' attitude.
- The childminder plans activities meticulously to extend children's learning, and enable them to persevere and succeed. For example, children work out how to operate a tap to fill a watering can. This promotes their problem-solving skills and resilience. Children are highly motivated, demonstrate thinking skills and are exceptionally well prepared for the next stage in their education.
- Supporting children's communication and language skills are at the heart of the childminder's practice. She continuously models good language and uses every opportunity to extend children's vocabulary and knowledge, building on what children already know. The childminder effortlessly weaves in new words, colours and mathematical concepts, such as numbers, size and volume.
- Children's behaviour is exemplary. They fully understand what is expected of them and are highly confident with the routines. The childminder has very high

expectations of children's behaviour. For example, she encourages turn-taking and patience, which she calmly, gently and consistently enforces positively through reminders and praise. These highly developed social skills support children to be ready for the next stage in their education and the wider community.

- The childminder makes extremely effective use of her assessments to precisely identify how best to adjust the environment and activities to suit children. She actively seeks out new ideas for activities and changes to her setting and teaching approaches. For example, she has researched a particular way of providing a calm, warm and secure environment, to help children to achieve even better outcomes. This highly reflective practice ensures that all children in her care develop exceptionally well across all areas of learning.
- The childminder establishes exceptionally strong partnerships with parents and carers. She draws on her extensive knowledge of child development to carry out precise observations, enabling her to swiftly identify any emerging concerns around children's development or behaviour. The childminder works closely with parents to explore underlying causes and sensitively offers practical strategies to support children's progress at home. This collaborative approach ensures consistency in children's care and learning. Parents speak extremely highly of the childminder and greatly value the guidance and support she provides.
- The childminder provides rich and varied opportunities for outdoor learning, which children thoroughly enjoy. The childminder uses regular nature walks and outdoor play to promote children's exploration, physical challenge and a deep connection with the natural world. Children collect natural resources, such as flowers, pine cones and blackberries, which the childminder uses with children in highly engaging and creative activities in her setting and at home. These experiences enhance children's understanding of the world around them, support their memory skills and contribute to a highly cohesive approach to their 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.

Setting details

Unique reference number	EY441323
Local authority	Surrey
Inspection number	10408336
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	5
Number of children on roll	5
Date of previous inspection	30 January 2020

Information about this early years setting

The childminder registered in 2012 and lives in Tadworth, Surrey. She operates all year round, from 7.30am to 5:30pm, Monday to Friday. The childminder is a qualified teacher and also has a Master's degree in education.

Information about this inspection

Inspector

Marlene McEleney

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.

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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