

Childminder report

Inspection date:

16 September 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

Good

What is it like to attend this early years setting?

The provision is outstanding

The awe-inspiring childminder warmly welcomes children into her calm home. She meticulously plans thoughtful questions to gain detailed updates about each child. The continuity between home life and the setting ensures that children settle quickly and are eager to play. Children have an incredibly positive, secure start to the day. The skilled childminder successfully models positive attitudes to learning. Children are highly motivated and consistently engaged. This helps children remember more and use their past experiences to connect their learning.

The childminder is extremely respectful of all children. She gently guides them to follow behaviour rules, explaining the impact on others. Consequently, children show high levels of respect for each other.

Children are confident to try new things, knowing the childminder is there to support them. As a result, they continue to give things a go until they achieve their goals. For example, children seek to identify numbers during an activity. When they correctly identify the number, they beam with pride and show it to others.

The childminder thoughtfully prepares children for their next stage. She listens to parents and uses their views to guide planning. This helps shape each child's next steps with care and insight. She provides high-quality interactions, from first steps to school readiness. She reflects on her own practice and changes her approach to meet children's evolving progression. She values children's ideas and encourages their contributions.

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

- The exceptional childminder carefully plans and delivers an ambitious, highly effective curriculum that builds on what children already know and can do. She seamlessly includes each child's specific learning goals into daily routines and play. She plans woodland walks that build independence and large motor skills. She arranges regular meet-ups with others to support the development of social skills. The childminder ensures that all children have the opportunity to gain varied experiences to support their learning.
- The expressive childminder uses ambitious vocabulary. She supports children's rapidly developing communication skills through highly effective activities. She tackles misconceptions and checks children's understanding. She introduces words like 'goblet' and 'ladle'. Children confidently repeat these words and use them in context.
- The highly skilled childminder appropriately challenges and supports children through their different stages of learning. She consistently embeds early literacy concepts throughout play. For example, the childminder offers a lending library,

complete with a sign-in and sign-out system. She uses this to show children that the marks we make have meaning. The childminder uses engaging, well-planned activities to differentiate early mathematical teaching. She teaches younger toddlers to identify and name colours. She encourages older toddlers to match numerals to amounts. The conscientious childminder purposefully arranges captivating resources. She extends learning through thoughtful questioning. Children develop skills that help them work towards their next steps.

- The inclusive childminder has created a nurturing environment that ensures that all children, including the most vulnerable, are able to thrive. She consistently promotes independence. Children pour their drinks, manage their own belongings and dress themselves. Highly engaging reading sessions spark curiosity. They introduce new ideas and build on children's emotional literacy. As a result, children identify different feelings. They are able to regulate their emotions and show positive, respectful behaviour. They develop essential life skills that will carry them beyond the early years.
- The childminder has formed strong relationships with children, using sensitive, responsive language. Children respond promptly to instructions. They happily cooperate with caregiving routines and transitions. They get ready for the car or listen to prompts to wipe their own noses. They enjoy each other's company. They express excitement and show kindness to each other. They take turns and offer help to each other during interactions and activities. The childminder offers children a rich variety of experiences to promote an understanding and respect for the world around them. For example, during walks, children explore their similarities and differences. They engage in imaginative storytelling, such as discussing the purpose of different bins or inventing stories about people they see.
- Partnerships with parents are outstanding. The childminder shares updates and gathers information through written and verbal feedback. She checks on children's progress, changes at home and their likes and dislikes. She shares helpful tips, such as healthier lunch box choices, with parents. This continuity supports learning and development. Parents value her continued commitment to creating a supportive and caring environment. They report rapid development and growing confidence in their children.

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	EY547519
Local authority	Surrey
Inspection number	10398051
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 October 2019

Information about this early years setting

The childminder registered in 2017. She lives in Guildford, Surrey. She provides care from Tuesday to Thursday, from 8am to 5pm, all year round, except for family and public holidays. She holds a childcare qualification at level 2. The childminder currently provides funded early education for children from the ages of nine months to two years.

Information about this inspection

Inspector
Beth Wilson

Inspection activities

- The childminder explained to the inspector how she organises the early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke with the inspector throughout the inspection.
- The inspector took account of parents' views through conversations and written testimonials.
- The inspector and the childminder carried out an evaluation of an activity to assess the quality of teaching.
- The inspector joined the childminder and the children during a school drop-off and walk to assess the safety and impact this has on the children.
- The inspector talked to the childminder at appropriate times throughout the inspection.
- 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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