

Childminder report

Inspection date: 5 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop very strong and comfortable bonds with the childminder. They freely give her cuddles when they want to feel close to her and she readily provides them with these warm interactions. When other children notice, they open their arms to the childminder so they can have a group hug together. Children beam with delight and show that they are emotionally secure with the childminder and their friends.

The childminder has high expectations for children's behaviour and she consistently implements this in her daily practice. Children learn to be polite to others through gentle reminders from the childminder to say 'please' and 'thank you' at appropriate times. When children need support with their behaviour, the childminder talks calmly and gently supports them. Children respond well and quickly learn to regulate their feelings.

The childminder successfully embeds the curriculum so that children benefit from a rich set of experiences that supports them to continue to make good progress. She creates a stimulating environment that sparks children's interests and inspires them to be curious learners. Children are ready and eager to engage in activities which enables the childminder to extend their learning further. For instance, as children spend time washing up the toy cups and plates, the childminder supports them to use their hands in different ways. This includes squeezing the sponges and scrubbing the toys with the dish brushes. This provides children with opportunities to strengthen their hand muscles.

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

- The childminder plans a broad and varied curriculum that helps all children to make good progress. She places a strong focus on supporting children to be upstanding and well-mannered individuals who are polite and kind to others. This enables the childminder to implement teaching that is consistent and supports all children to quickly learn how they are expected to behave.
- The childminder is committed to developing her professional knowledge and practice. She considers how additional training and development opportunities will enhance her practice further. This enables her to continue to strengthen her teaching skills.
- The childminder takes time to get to know children and their families well. She works in partnership with parents, other settings and agencies. This enables her to know where children are in their development and decide how to support them so they continue to make good progress.
- The childminder considers children's interests as she plans for their learning. For example, she organises a painting activity using the cars to encourage children

to develop their creative skills. Children engage well in their learning and spend their time focusing their attention on making their pictures. However, at times, the learning intentions for adult-led activities are too varied and broad, which does not fully enable the childminder to precisely target what she wants children to learn.

- Children enjoy exploring their learning environment with intrigue and fascination. They confidently select what they want to play with, drawing the childminder and the other children into their game. For instance, children spend time pretending to make cups of tea. They offer drinks to their friends and the childminder. This gives children opportunities to learn how to play with others. However, at times, the childminder moves children on from their activities too quickly, which does not fully enable them to complete their tasks in their own time.
- The childminder supports children to develop their communication and language skills. For instance, she gives children time to express themselves and clearly repeats what children say to her. This helps children to hear the correct pronunciation of words and develop their speaking skills.
- The childminder encourages children to do things for themselves. For example, as children get ready to take part in messy activities, the childminder supports all children to push up their own sleeves before putting their aprons on. Additionally, she encourages children to put their own tissues in the bin and clean their hands after they have wiped their noses. This helps children to develop their independence skills.
- Parents praise the childminder for the excellent care and teaching she provides for their children. Parents report that their children enjoy their time with the childminder and she supports them to grow in confidence. The childminder is kind and teaches children good manners, which helps them to develop good social skills.

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 planning of adult-led activities so that the learning intention precisely targets children's next steps
- review and improve the organisation of activities to allow children time to complete their tasks without interruption.

Setting details

Unique reference number	507436
Local authority	Surrey
Inspection number	10376093
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	2 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 May 2019

Information about this early years setting

The childminder registered in 1999 and lives in Hinchley Wood, Esher, Surrey. She operates Monday to Friday, from 7.10am to 6.30pm, all year round. The childminder provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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