

Childminder Report

Inspection date

19 October 2015

Previous inspection date

20 April 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder works in close partnerships with other professionals who care for the children. This helps to provide continuity in their care. For example, she works with them to formulate plans for managing behaviour.
- The childminder follows a highly effective system for observations that takes into account parents' and children's views. She pinpoints specific areas for development and uses her strong knowledge of the individual children to target her teaching.
- Children learn about feelings. They discover how their actions make other people feel. The childminder rewards children for making their friends feel happy with recognition and praise. Children behave positively and play beautifully together.
- Children make excellent progress. They are all progressing in line with expected outcomes for their ages and are making speedy development in the next stages of their learning.
- Children understand and respect diversity. They share their own stories and compare them with the experiences of others to discover differences and similarities in lifestyles. Children have rich opportunities to discover the wider world, for example, by exploring resources from around the world.
- Children develop the ability to solve problems as they play. However, on rare occasions, the childminder is a little too prompt in providing solutions for them.
- The childminder pays precise detail to the requirements of her role. She acts on changes in legislation, attends training and adapts her procedures accordingly.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- add even more opportunities for children to consider how to solve problems in their play by allowing them extra time to work out the solutions to problems independently.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector carried out a joint observation of an activity with the childminder.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder has an extremely secure knowledge of safeguarding procedures and shares these with parents through detailed and concise policies. The childminder seeks support from many sources, including parents and children, to evaluate her practice. She maintains high standards and is always considering the next improvement. She is currently considering her teaching approaches and looking at ways she can add to the quality of these. The childminder actively develops her knowledge through reading and attending courses. She has greatly enjoyed a recent course, which has led her to offer more freedom for children in activities.

Quality of teaching, learning and assessment is outstanding

The childminder uses her fantastic teaching skills to promote the best possible learning for children. For example, her carefully worded questions help children give thought to their answers, such as considering where noises are coming from and what they might be. The childminder joins in with children to model how to perform certain tasks. She shows them, for example, how a toy spanner works. The childminder pays careful attention to making activities exciting for children who are always eager to join in. She searches for resources that appeal to their interests. The childminder works in very close partnership with parents and gains a wealth of information from them. Parents know about their children's next steps in learning and have excellent information from the childminder to help them provide continuity at home.

Personal development, behaviour and welfare are outstanding

The childminder provides children with excellent opportunities to develop positive attitudes towards healthy foods, and includes parents in these. Children understand how to be healthy. For example, when lunch is ready they run to wash their hands without prompting. The childminder supplies rich opportunities for outside learning. Children have wonderful experiences as they enjoy the fresh air and engage in active play. Children become extremely confident and develop independence in the home. The childminder helps children to feel valued, for example, by talking to them about their home lives and interests. The childminder effectively nurtures children's emotional well-being.

Outcomes for children are outstanding

Children demonstrate confidence in counting and show an enjoyment for numbers as they use them freely in their play. They are also enthusiastic about practising writing. Their eagerness to learn, along with their very good social skills, prepares them well for moving on to school.

Setting details

Unique reference number	EY433850
Local authority	Surrey
Inspection number	823938
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	20 April 2012
Telephone number	

The childminder registered in 2011. She lives in Redhill, Surrey. The childminder works five days a week during term time only. She also cares for children after school. The childminder has Qualified Teacher Status. She is able to accept funding to provide free early education for children aged three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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