

Childminder Report

Inspection date

9 December 2015

Previous inspection date

15 June 2011

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 has an extremely strong drive to provide the highest quality of service for children and their families, based on substantial training and well-organised personal research.
- The childminder is extremely vigilant in keeping up to date with ways in which to keep children safe. She has an exceptionally thorough knowledge of child protection issues and knows how to manage any concerns she may have about their welfare.
- The childminder has a wonderful insight into how children learn. She creates a highly stimulating and homely environment. The childminder has high expectations for each child and they make outstanding levels of progress.
- The childminder is highly effective in helping to prepare children for change. She ensures they know what to expect and that they learn skills to increase their confidence and independence. Children are exceptionally well prepared for the next stage in their learning and for school.
- The childminder has excellent relationships with parents and they are fully engaged in their children's learning in the setting and at home. Parents write extremely positively about the care and learning their children receive.

What the setting needs to do to improve further

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

- implement plans to enrich the already exciting outdoor environment to consistently provide the best possible learning opportunities in all weathers.

Inspection activities

- The inspector observed care routines and teaching, and the impact of these on children's safety, welfare and learning.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents in written communication.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is outstanding

Children benefit enormously from the dedication and enthusiasm of a childminder who is exceptionally committed to providing them with highest standards of care and learning. The childminder diligently evaluates every aspect of her provision to identify and target specific areas for improvement. She underpins this with an exceptional range of training, which she is highly successful in applying to enhance her practice. The childminder has an excellent understanding of how to meet the learning and development requirements. She has high-quality teaching skills and provides a wide range of rich and varied experiences to help children make rapid progress in their learning. Safeguarding is effective.

Quality of teaching, learning and assessment is outstanding

The childminder's teaching is outstanding. She skilfully interacts with children, helping them to be confident, articulate and imaginative. Children show superb levels of engagement in their learning; for example, as they make skittles from filling bottles and assess the differences in the skittles' weight and stability. Children make excellent progress from their starting points. The childminder's thorough assessments ensure she knows precisely which aspects of children's learning to focus on next. She expertly adapts her teaching and use of resources to meet children's individual needs, for example, to help children learning two or three languages. The childminder closely monitors children and quickly identifies when they may need additional help. She uses her extensive knowledge of local services and events to help prepare all children thoroughly for the next stage in their learning.

Personal development, behaviour and welfare are outstanding

The childminder creates an exceptionally nurturing environment. She fully values and respects each child as an individual. Children form delightfully relaxed and secure relationships with the childminder and each other. They also show impressive levels of social skills as they share toys and care for each other. The childminder inspires children with extensive opportunities to discover the natural world and investigate different habitats. Children sow, harvest, shop and prepare healthy foods to eat. For example, they thrive on a wide and culturally diverse range of home-cooked meals and produce they have chosen from their allotment. Children regularly use the exciting garden area to explore and to practise their physical skills. They find it particularly challenging to learn to pedal on wet winter grass, but thoroughly enjoy their many outdoor adventures.

Outcomes for children are outstanding

Children are excellent at problem solving. They plan how they are going to tackle challenging tasks, willingly experiment and try again when they think of a better approach.

Setting details

Unique reference number	160468
Local authority	Surrey
Inspection number	842047
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	15 June 2011
Telephone number	

The childminder registered in 2001. She lives in Englefield Green, in Surrey. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She receives funding to provide free early education for children aged two, three and four years.

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