

Childminder Report

Inspection date

7 January 2016

Previous inspection date

16 December 2010

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 is an expert and successful early years teacher. She is highly skilful in assessing, tracking and planning for each child's needs. The planned activities are extremely stimulating and challenging and help all children make outstanding progress.
- The childminder cares for children in an exceptionally safe and well-organised environment. Children have access to an extensive range of high-quality play and learning resources, which the childminder skilfully supports them to use creatively.
- The childminder has exceedingly strong partnerships with children's parents. She is exceptionally proactive in building partnerships with staff at the nursery school that children attend. Children thrive on the consistent support they receive from all those involved in their care.
- The childminder supports children's well-being exceptionally well. She provides an excellent range of activities to encourage their interest in physical exercise and being outdoors. Children are emotionally very secure, extremely happy and settled.
- The childminder inspires children to engage in their learning and to contribute to the planning of activities; however, she does not encourage them to review and reflect on their progress.
- The childminder has an exceptionally successful and professional relationship with her co-childminder. They make excellent use of self-evaluation to improve the provision.

What the setting needs to do to improve further

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

- extend children's involvement in their learning to help them review and reflect on their own progress.

Inspection activities

- The inspector observed children's play indoors and the childminder's interactions.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods, and use of observation and assessment to support children's progress.
- The inspector sought and took account of the parents' views.
- The inspector sampled a range of documentation relating to safeguarding, children's progress and well-being, and the childminder's suitability and self-evaluation process.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder has a highly successful mentoring arrangement with her co-childminder. They complete joint evaluations and reviews of their practice. The childminder has made exceptional progress since the last inspection; the areas to improve are now her key strengths. The childminder completes regular training and is very proactive about researching and implementing different ideas to strengthen her practice. For example, information sharing with parents, the provision for pretend play and outdoor learning have had significant benefits for children. The childminder has exceptional skills for supporting children with speech and language delay and through periods of emotional upheaval, such as bereavement. Safeguarding is effective. The childminder has a thorough understanding of the procedures to follow if she is concerned about a child's welfare.

Quality of teaching, learning and assessment is outstanding

The childminder's patient, extremely clear explanations and exciting activities enthuse and motivate children's interest in learning. For example, they learn mathematical language for two- and three-dimensional shapes while making a rocket out of empty packaging. The childminder knows the children extremely well and plans activities to link specifically to children's interests, for example, a particular book. Children listened extremely attentively to the childminder's introduction to a cooking activity. They followed a recipe card, learned to pronounce difficult words such as 'cinnamon', perfected their developing skills in using digital weighing scales, and had fun experimenting with texture, smell and taste. The childminder expertly teaches early reading and writing skills. Children recognise letters and their sounds and learn to write their names.

Personal development, behaviour and welfare are outstanding

Children form strong emotional attachments with the childminder and each other. Their behaviour is exemplary. Children are amazingly supportive of each other, for example, when they are performing songs. The childminder teaches children to use small tools, such as knives and scissors, very competently and safely. They manage their own personal care, such as taking off wet clothing and placing it on radiators to dry, preparing their own fruit and laying the table for meals. The childminder plans a fantastic variety of activities to develop children's understanding of the similarities and differences between themselves and other people, and they learn to respect and accept diversity.

Outcomes for children are outstanding

Children make exceptional progress in their communication and language and in their personal, social and emotional development. They are enthusiastic and inquisitive learners with strong independence skills and are well prepared for school.

Setting details

Unique reference number	EY410236
Local authority	Surrey
Inspection number	831827
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	16 December 2010
Telephone number	

The childminder registered in 2010. She works from the home of her co-childminder in West Ewell, Epsom, Surrey. The childminder is a qualified primary school teacher. She works Monday to Friday throughout the year between 7.30am and 6.30pm. The provider offers overnight care.

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