

# Childminder Report

## Inspection date

3 February 2016

Previous inspection date

1 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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 quality of teaching is inspirational. The childminder accurately observes and assesses children's learning to plan conscientiously for their next steps. Children make rapid progress from their starting points.
- The childminder has very high expectations of children and challenges them to achieve beyond the levels of development for their ages. Children enjoy highly stimulating play spaces that motivate and engage their interest to learn.
- Children's behaviour is exemplary. They develop superb social skills, respect the views of their friends, and show an excellent awareness of themselves and others. They are extremely well prepared for school.
- Children develop warm and exceptionally close relationships with the childminder. The childminder consistently displays respect to the children. Children feel extremely secure and develop a very strong sense of belonging.
- The childminder has outstanding relationships with parents. She is highly successful in engaging them in their children's learning. She successfully uses a variety of methods to keep all parents well informed of their children's development.
- The childminder works extremely closely in partnership with professionals and other providers to ensure all children receive strong and tailored support, to promote consistency in their care and learning needs.

## What the setting needs to do to improve further

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

- continue to access professional development opportunities to increase the already excellent quality of teaching.

### Inspection activities

- The inspector held discussions with the childminder, co-childminder and children throughout the inspection.
- The inspector observed the interaction between the childminder and children during activities.
- The inspector viewed the areas of the premises used for childminding.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and the children's learning and assessment records.

### Inspector

Jane Franks

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Safeguarding is effective. The childminder has an excellent knowledge of child protection and a robust understanding of the procedures to follow if she has a concern about a child. The childminder strives to achieve the best possible outcomes for children and has an outstanding attitude to improve her practice. For example, she has made exceptional improvements to the experiences she provides for children in the outdoor environment, which has made a positive impact on their well-being. The childminder shows a remarkable commitment to training to help her maintain exceptional standards. She has identified she will access further training courses to enhance her knowledge and teaching skills to an even higher level.

### **Quality of teaching, learning and assessment is outstanding**

The childminder has a highly comprehensive knowledge of how individual children learn. She expertly monitors and tracks children's progress to identify their emerging needs accurately. Children develop excellent communication, speaking and listening skills. For example, they readily respond to questions and are becoming expressive speakers. Children use a wide range of tools and drawing materials, and this supports their early writing skills exceptionally well. Younger children become engrossed in making marks; older children confidently describe what they have drawn and learn letters and sounds in preparation for school. The childminder promotes young children's mathematical awareness remarkably well. For example, children excitedly measure their towers and gain a growing awareness of written numbers. All children show high levels of concentration, fully engage in their activities, and show pride in their achievements.

### **Personal development, behaviour and welfare are outstanding**

The childminder listens to children and promotes their emotional well-being at an exceptional level. She fosters every child as a unique individual and gathers extensive information from parents to nurture their care and learning needs right from the start. Children learn to make healthy options exceptionally well. For example, they thoroughly enjoy choosing their nutritious fillings to make their own sandwiches. They cut up their fruits and vegetables, which helps them to learn about personal safety at a very young age. The childminder's garden and local community provide children with excellent opportunities to learn outdoors. For example, children thoroughly enjoy collecting natural resources, which they excitedly relate to treasure, on walks by the river. The childminder promotes children's positive respect of difference and diversity exceptionally well.

### **Outcomes for children are outstanding**

Children are highly motivated and eager to join in. Children make excellent progress in their learning and they are extremely well prepared for the move on to school.

## Setting details

<b>Unique reference number</b>	115907
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	835965
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 March 2012
<b>Telephone number</b>	

The childminder registered in 1994. She lives in Twickenham, Middlesex. The provision operates Monday to Thursday, from 7.30am to 6pm, all year round.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

