

# Childminder Report

<b>Inspection date</b>	17 June 2016
Previous inspection date	13 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Requires Improvement	3
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 excellent understanding of how children learn and develop. She uses this knowledge extremely well to provide highly purposeful play activities, which motivate and engage all children.
- All children make exceptional progress in their learning and development from their starting points, including those children with special educational needs.
- Parents remain continually up to date about their children's ongoing care and the progress that they make. The childminder builds very strong and lasting relationships with parents who comment very favourably about the quality of her service.
- The childminder has an excellent partnership with other professionals that are involved in the children's care. They work together exceptionally well to help children make the best progress in learning.
- The childminder's home is extremely warm, welcoming and well resourced. Children confidently make choices in their play across all areas of learning and sustain their interests to a high level.

## What the setting needs to do to improve further

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

- continue to explore a broader range of ways to enhance professional development and pursue further training opportunities.

### Inspection activities

- The inspector viewed the areas of the home used by the children.
- The inspector asked the childminder questions relating to children's development and welfare at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and children in her care.
- The inspector considered the views of parents during the inspection, such as through verbal discussions and by sampling written feedback.
- The inspector viewed a sample of documents, including the childminder's policies, procedures and risk assessments.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder continually updates her knowledge of safeguarding matters. She knows what to do should she have a concern about the welfare of a child. The childminder works exceptionally well with parents to meet children's needs. She keeps parents informed and involved in their children's progress, which helps to provide continuity in children's learning at home. The childminder seeks the views of parents and children as part of her self-evaluation process to develop her provision. She has promptly addressed all actions and recommendations set at the previous inspection. The childminder works very well with other professionals to sharpen her teaching skills. For example, she attends network meetings with other childminders to share ideas. Although, opportunities to pursue a range of options to enhance her professional knowledge even further are still ongoing.

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

The childminder monitors children's learning extremely well and uses her assessments to plan highly motivating experiences. The childminder displays strong teaching skills and skilfully extends children's interests. For example, during the inspection, children became engrossed using tweezers to lift and sort different coloured objects, while showing exceptional concentration. The childminder guides children on how to complete tasks and to undertake new challenges. For example, she encourages children to extend their understanding of numbers through everyday situations, such as counting the segments of fruit during snack time and objects during play. The childminder helps children to gain strong communication and language skills. For example, she consistently adds new words into conversations to extend their vocabulary and she listens carefully to what they say.

### Personal development, behaviour and welfare are outstanding

The childminder is an excellent role model, and has a consistently warm and caring approach. She offers children gentle guidance and praise. Children learn to behave exceptionally well and to treat one another with respect. The childminder is highly effectively in her approach to promoting good health. For instance, she provides an exciting range of nutritious foods for children, which she plans using her comprehensive list of healthy meal ideas. Children have a strong awareness of following hygiene practices, including the need to wash their hands before eating. They are physically active and play outside daily. For example, they enjoy trips to the park and the woods.

### Outcomes for children are outstanding

Children make excellent progress in preparation for their future learning, including school. For example, they make independent choices about their play and are confident communicators. Children play happily together, while learning to share and take turns.

## Setting details

<b>Unique reference number</b>	EY453754
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1049733
<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>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 November 2013
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Tongham, in Farnham, Surrey. She provides care Monday to Friday, from 8am to 6pm and operates her service throughout the year. She holds a relevant qualification at level 3.

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