

# Childminder Report

## Inspection date

Previous inspection date

8 March 2018

Not applicable

| The quality and standards of the early years provision | This inspection:     | Outstanding    | 1 |
|--|----------------------|----------------|---|
|  | Previous inspection: | Not applicable |   |
| 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 exceptionally thorough understanding of child development. Her observations, assessments and planning for children's next steps for learning are extremely insightful, precise and astute. All children make outstanding progress.
- The childminder forges outstanding partnerships with parents and other early years settings children attend. Children receive continuity of support as they all plan together and track children's progress.
- The childminder's strategies for helping children to develop practical independence, learn to share and take turns, and develop enthusiasm for taking care of the indoor and outdoor environments are extremely inspiring. The behaviour of toddlers is exemplary.
- The childminder is particularly skilled at motivating children to represent and develop their own ideas in art and design and to talk about these. For example, children draw out their plans for making models and are helped by the childminder to follow these.
- The childminder uses highly innovative ideas to promote good health. For example, children use toothbrushes and white paint to 'brush' paper tooth templates before brushing their own teeth. They learn about decay as the childminder represents it using play dough which they pick out from alcoves in construction bricks.
- The childminder is extremely professional. Her self-evaluation process is immensely thorough. It covers all aspects of her provision and fully involves parents and children. This leads to astute improvement plans, such as for engaging children in small-scale projects and extending topics so that children learn about things in more depth.

## What the setting needs to do to improve further

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

- explore even further ways to support children's progress in using a broad range of technology for particular purposes.

### Inspection activities

- The inspector observed the children engaged in play indoors and outdoors.
- The inspector looked at the childminder's range of play and learning resources and equipment and observed the suitability of the premises.
- The inspector sampled a range of documentation, including children's records and evidence of the childminder's suitability. The inspector discussed the childminder's self-evaluation with her.
- The inspector discussed the childminder's practice with her and the impact of her engagement with children and that of her assistant.
- The inspector sought and took account of the views of parents.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder has an exceptionally strong commitment towards training and independent research. She makes excellent use of what she learns to strengthen her practice; for example, to encourage young children's concentration, their interest in books, writing and applying mathematical skills. The childminder has created exciting areas in her garden for children to engage in investigative play. Safeguarding is effective. The childminder has a thorough understanding of her responsibility to protect children from child abuse and exposure to extreme views. She has a good knowledge of the reporting procedures and completes very regular safeguarding training.

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

The childminder uses highly developed teaching strategies to support children's progress in all areas of learning. For example, she brings stories to life using added resources to represent the environment and sound of a stream, forest and snowstorm, while also providing each child with a copy of the book to refer to. Children who learn best when activities involve being physically active benefit greatly from her skilled approach. The childminder emphasises and demonstrates words such as 'over', 'under' and 'through' very excitingly. She promotes letter sounds in enjoyable ways, for instance, as children all pretend to wade through 'swishy swashy' grassland. Children use technology resources, such as two-way radios, although there is scope for encouraging children's technology skills further.

### Personal development, behaviour and welfare are outstanding

Children are cared for in an exceptionally welcoming, safe and well-resourced environment. The childminder supports children's personal, social and emotional needs with great skill, sensitivity and compassion. She understands that some children find separating from parents very difficult and implements highly effective strategies for minimising any anxiety. The childminder plans enjoyable activities that encourage children to appreciate and respect different beliefs and traditions. She involves children in the planning of activities and gives them responsibility, for example, for laying the table and clearing away their plates. Children relish the praise the childminder gives them, which is often acknowledged with the presentation of an award cup.

### Outcomes for children are outstanding

Children are all exceptionally well prepared for moving on to pre-school or school. Two year-olds competently take off their layers of outdoor clothing after playing outdoors and hang them on their own coat hooks. They develop strong pencil control and learn to recognise and write their names, for instance, as they self-register on arrival each day. Children have high levels of self-esteem and confidently and articulately express their thoughts and ideas. Children enjoy engaging in mathematical challenges, for instance, comparing the size of sticks and measuring the garden.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY493496  |
| <b>Local authority</b>             | Surrey  |
| <b>Inspection number</b>           | 1027200   |
| <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 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 3   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            |   |

The childminder registered in 2015 and lives in Walton-on-Thames, in Surrey. She works Monday to Friday throughout the year between 7am and 7pm.

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