

Childminder Report

Inspection date

3 July 2018

Previous inspection date

18 March 2014

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's observations of children are extremely insightful. She uses these skilfully to make precise assessments of children's abilities and to track and plan for their progress. Gaps in progress are promptly identified and successfully targeted so that children receive as much support as possible to reach their potential.
- Children are cared for in a highly stimulating, exciting and safe environment. Play and learning resources are of the highest quality. Children are immensely inspired to engage in independent learning, to experiment, investigate and be creative. They are extremely well supported by the childminder's skilled teaching.
- The childminder establishes exemplary partnerships with parents and all external agencies involved with children. They share a great deal of information about children's learning and plan together for their progress. Children receive consistent high-quality support between their different settings.
- Children form exceptional relationships with the childminder and each other. She has an in-depth understanding of children's individual emotional needs and meets these exceedingly well. Children's behaviour is exemplary.
- The childminder makes excellent use of self-evaluation to identify and target priorities for improvement. She makes maximum use of a wide range of sources to develop her knowledge and skills even further.

What the setting needs to do to improve further

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

- find out more about the meaning and origins of diverse traditions and beliefs to support younger children's next stage of learning.

Inspection activities

- The inspector observed the children 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.
- 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 is extremely professional. She makes excellent use of what she learns from the immense amount of training she organises for herself to further improve her knowledge and skills. For example, she has replaced almost all of the noisy plastic toys she had with more natural and sensory items after learning about the brain development of babies. The childminder now involves children in completing risk assessments. Safeguarding is effective. The childminder has an extremely thorough understanding of her responsibility to protect children from child abuse and exposure to extreme views and about the procedures for reporting concerns about a child's welfare.

Quality of teaching, learning and assessment is outstanding

All children, including those who have special educational needs (SEN) and/or disabilities, make outstanding progress from their starting points on entry. The childminder skilfully supports children's communication and language. For example, she helps babies make connections between what they hear and the meaning, using actions and visual stimulus, such as photographs and picture signs alongside words. The childminder involves toddlers in telling stories by getting them to add the last word to a repetitive sentence or rhyming string. Mathematics is extremely well promoted by the childminder and made fun. For example, toddlers crack open pea pods and count the peas and experiment with balance scales and three-dimensional shapes on a light table. The childminder provides wonderful first-hand experiences, such as river boat trips and nurturing butterflies.

Personal development, behaviour and welfare are outstanding

The childminder teaches children about safety exceedingly well. For example, she places a roaring fire video on her computer tablet and leaves it blocking an exit somewhere in the house for when the smoke alarm goes off. This helps children to think critically about what to do. Children enthusiastically check the picture menu each day so they know what they will be eating. They enthusiastically help to tidy up and lay the table. Squeals of laughter are a constant, for example, during water play. The childminder teaches children about disability so brilliantly. For example they have a real pet butterfly that hatched with broken wings. They have a teddy bear who has a wheelchair and a blood sugar monitor for his diabetes. The childminder introduces children to different traditions, such as pancake day and Diwali in exciting ways, but has not yet extended her own knowledge fully in preparation for the possible, 'Why?' questions children may ask.

Outcomes for children are outstanding

Children are exceedingly well prepared for the next stage of their learning. All children, including those who have SEN and disabilities, learn to dress themselves. Babies competently feed themselves. Children become toilet trained early. Babies and toddlers constantly make marks using tools, such as giant chinks. Babies move freely around and confidently pull themselves to standing using all the wonderful equipment, such as a giant abacus and water channelling structure.

Setting details

Unique reference number	EY448955
Local authority	Surrey
Inspection number	1069155
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	18 March 2014
Telephone number	

The childminder registered in 2012. She works Monday to Friday throughout the year between 7am and 6.30pm. The childminder has a diploma in childcare at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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