

Childminder report

Inspection date	15 May 2019
Previous inspection date	14 May 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
	Outstanding	Outstanding	1
Effectiveness of 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 forms excellent partnerships with parents and carers through which she ensures high levels of continuity for the children. For example, she develops an in-depth insight into children's interests and achievements in the home and builds on these further to ensure children are challenged effectively.
- The childminder promotes positive behaviour extremely well. As a result, children behave impeccably and demonstrate mature social skills. For example, children greatly respect each other and take each other's views into careful consideration. Older children demonstrate patience as they gently explain to younger children the mistakes they have made in their play.
- Children make exceptional progress from their starting points. They achieve the typical levels of learning for their ages and exceed these in some areas. Children develop rapidly in their confidence.
- The childminder understands every child and their backgrounds extremely well. She knows precisely how they have progressed and where their priorities for development lie. She meticulously adapts her interactions with children to target the next steps in learning she has established for them.
- The childminder is highly active in her professional development. She develops her skills and qualifications to implement effective changes which are used to continually improve practice even further. For example, she has enhanced the quality of her observations following recent training and now focuses even more on children's individual learning styles.

What the setting needs to do to improve further

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

- develop strategies to involve the more reluctant providers, who also care for the children, in partnership to enable even more continuity for the children.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder has a very strong understanding of the signs that can indicate that a child's welfare is at risk, and knows precisely what action to take if she has a concern. She empowers children to recognise how to stay safe. For example, she points out risks and allows them the opportunity to work out how manage them safely. The childminder makes incisive reflections of her practice through which she drives change. She has worked particularly hard on her ability to allow children time to contemplate their own ideas and is now highly accomplished in this skill. The childminder works in close partnership with other providers of the early years foundation stage to build a wide view of children's progress. However, she finds it harder to engage some more reluctant providers to share information with her.

Quality of teaching, learning and assessment is outstanding

The childminder times her interventions with precision to ensure she has a comprehensive understanding of the focus of children's play. She uses this to build on the ideas they have developed in their highly focused explorations. The childminder uses carefully worded questions. Children respond after deep thought and with great clarity. For example, children begin watering plants and then start testing out how the water sits on other surfaces in a quest to make 'muddy puddles'. The childminder uses exceptional teaching to build on children's knowledge. For example, she asks children to think about why stones start to dry. Children develop physical skills as they pour water and experiment with different containers to explore weight. The childminder shows immense skill in drawing great learning opportunities out of children's self-initiated play.

Personal development, behaviour and welfare are outstanding

Children form extremely strong relationships with the childminder. Babies demonstrate this with radiant smiles, and older children refer to the childminder as a 'best friend'. The childminder ensures children develop high levels of independence, including a confident ability to dress themselves. Children access resources and make choices about the games they play with great confidence and conviction. The childminder is extremely sensitive to children's emotional needs and ensures she tackles anxieties about changes in the setting with great care. For instance, she encourages older children to share happy stories about their school to help children feel positive about starting there.

Outcomes for children are outstanding

Children demonstrate a huge enthusiasm for numbers and counting. They bring counting into most of their play, whether it be counting backwards from 10 as the 'spaceship' they have made from bricks 'takes off' or ordering number cards correctly from one to five. Children immerse themselves in imaginative play that often relates to their favourite stories. They show an in-depth understanding of the characters and storyline. Children are well prepared for their future learning. Babies benefit from great opportunities to develop their physical skills. For example, crawling babies build up their leg strength as they bounce with the childminder and pull themselves up to reach toys which have been purposely positioned at a higher level. They respond well to language and begin to mimic sounds they hear. For instance, they roar loudly when they see the dinosaur toys.

Setting details

Unique reference number	EY393375
Local authority	Surrey
Inspection number	10104160
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 May 2015

The childminder registered in 2009 and lives in Lingfield, Surrey. She operates from 8am to 5.30pm during term time, Tuesday to Thursday. The childminder has a childcare qualification at level 3.

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Piccadilly Gate
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