

# Childminder report

<b>Inspection date</b>	1 July 2019
Previous inspection date	25 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Good	<b>1</b> 2
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's observations of children are extremely insightful. She uses these with great skill to make precise assessments of their abilities and to track and plan for their progress. All children make outstanding progress from their starting points on entry, in all areas of development. Gaps in progress are promptly identified and successfully targeted by the childminder, so that children reach their full potential.
- Children are extremely well supported by the childminder's skilled teaching practice. Her home is fabulously resourced and presented to inspire children's interest, particularly in imaginative, experimental and investigative play and learning. Her expertise in recognising and exploiting spontaneous opportunities to adapt and extend activities to enable in-depth learning is hugely impressive.
- The childminder establishes exemplary partnerships with parents. They share a great deal of information about children's learning and plan together for their progress. Parents hold the childminder in the highest regard. They are hugely impressed by children's rapidly developing ability to link letters to sounds, and recognise and write their name.
- The childminder has an in-depth understanding of children's individual emotional needs and ensures these are closely monitored and met. She teaches children the importance of listening to and respecting other children's views, and showing kindness.
- The childminder constantly evaluates the effectiveness of her teaching practice and the impact this has on children's learning and experiences. She fully involves parents in these processes and ideas for further improvement are proactively targeted.

## What the setting needs to do to improve further

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

- consider ways of involving children in reviewing and planning for their own progress.

### Inspection activities

- The inspector observed the childminder's interaction with children during activities indoors and outdoors. She looked at the childminder's range of play-learning resources and equipment and observed the suitability of the premises.
- The inspector discussed the childminder's practice, the impact of her activity planning and her engagement with the children.
- The inspector sampled a range of documentation, including children's records relating to their well-being and safeguarding needs, the childminder's records relating to safeguarding, and evidence of the childminder's suitability. The inspector scrutinised the childminder's use of self-evaluation to drive improvement.
- The inspector sought and took account of the views of parents.

#### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of leadership and management is outstanding

The childminder makes maximum use of what she learns from the extensive research and training she completes. For example, after learning that there is more than one way to teach children letter sounds, she contacted the nursery settings children were due to start attending to agree a consistent teaching method. The childminder has introduced 'listening walks' and resources for children to practise letter formation. Safeguarding is effective. The childminder has an extremely thorough understanding of her responsibility to protect children from child abuse, or from exposure to extreme views, and of the procedures for reporting concerns about children's welfare.

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

The childminder has high expectations of what children can achieve and is particularly innovative with her planning. Activities are immensely fun, perfectly linked to children's interests and full of challenge. For example, after noticing their fascination in a story about a colourful fish, the childminder introduces more diverse sea creatures. She froze toy sea creatures for children to free using different methods, such as warm water in spray bottles and large pebbles to crack the ice. The childminder joins in children's play and makes subtle comments that encourage them to develop, extend and articulate their own ideas. Babies gurgle and babble away excitedly as she plays peek-a-boo with them using coloured material and perspex shaped blocks. The childminder never misses an opportunity to encourage children's progress. For example, she prompts them to remember the name of a boa constrictor by sounding out the first three letters. She involves children in reading stories, pausing at opportune moments to let them provide the end rhyming word or to finish the sentences.

### Personal development, behaviour and welfare are outstanding

The childminder provides children with high-quality support to develop independence skills. She teaches children about nutrition and hygiene. They remember to wash their hands without being reminded and enthusiastically try new tastes, such as mango and seaweed. Children model their behaviour on what they learn from the stories the childminder reads them. Children show kindness towards each other and help each other with difficult tasks. They routinely make their own decisions and very confidently suggest ideas which the childminder fully follows through. There is now scope for the childminder to involve the highly able pre-school-aged children in contributing towards setting goals for their own progress, to even further increase their learning motivation.

### Outcomes for children are outstanding

Children are exceedingly well prepared for the next stage of their learning. Children speak in full sentences using complex words in context. They apply mathematical skills, for instance, as they determine the price of a cake. Children learn to write their names through practising in innovative and playful ways. Children are highly inquisitive and confidently test out new ideas based on acquired knowledge.

## Setting details

<b>Unique reference number</b>	EY425592
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10074755
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	25 January 2016

The childminder registered in 2011 and lives in Caterham, Surrey. She operates Monday to Thursday throughout the year between 7.45am and 6pm. The childminder holds an early years qualification at level 3. She provides care for children in receipt of early years education funding.

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