

# Childminder Report

**Inspection date**

27 November 2017

Previous inspection date

23 June 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---------------------------------------------------------------|-------------------------|--------------------|----------|
|                                                               | 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 has an excellent knowledge of how children learn and develop. She uses this knowledge extremely well to provide highly purposeful play activities, which engage all children.
- Children cooperate exceptionally well with others during play and are developing valuable skills needed for their future learning.
- Self-evaluation is highly effective. The childminder is extremely committed to continuous improvement. She regularly involves parents in evaluating the practice to help her to develop her provision further.
- The childminder encourages children to be highly independent in their self-help skills and organising activities. For example, she involves them in setting up a story session, where children's imagination fires a wide range of discussions about different materials used to build houses.
- Children eagerly engage in activities to develop their early literacy skills. For example, they practise writing their names and act out familiar stories as they play.
- The childminders home is extremely warm, welcoming and well resourced. Children are extremely happy, settled and show high levels of emotional well-being.
- All children make exceptional progress in their learning and development from their starting points, including those who have special educational needs and/or disabilities.
- Children demonstrate friendly behaviour and make exceptionally good relationships with other children.

## What the setting needs to do to improve further

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

- continue to provide children with opportunities to explore and find out why some things might happen.

### Inspection activities

- The inspector observed the interactions between the childminder and the children, and considered the impact this has on their learning.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector discussed with the childminder how she keeps the children in her care safe.
- The inspector viewed documents, such as the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector viewed the areas of the home used by children.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder has an excellent understanding of the signs that a child may be at risk of harm. She knows the procedures to follow if she has concerns about a child's welfare. Parents remain continually up to date about children's ongoing care and learning. The childminder builds strong relationships with them and successfully helps them to understand how to support their child's learning at home. The childminder is an excellent educator and highly motivated to develop her already exceptional teaching skills. She attends courses and works very well with other professionals to sharpen her teaching skills. She has excellent relationships with other professionals that are involved in children's care and development. They work exceptionally well together to help children to make outstanding progress.

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

The childminder uses her excellent knowledge of the children to plan highly challenging activities that keep children motivated and help them to learn. For example, during play children count and weigh bears. Young children demonstrate an exceptional understanding of number, as they match the correct number of bears to the written number, and add and subtract the bears to make the weighing scales balance. The childminder uses technology very effectively to help children find things out. For example, when children question why flamingos stand on one leg, she uses the internet to help them discover that this is to preserve energy. The childminder provides an environment that enhances children's understanding of the world. For instance, during activities they discuss different types of trees and the childminder explains that some lose their leaves in winter and others do not. However, on occasion, the childminder misses opportunities to encourage children to find out for themselves why some things happen.

### Personal development, behaviour and welfare are outstanding

The childminder celebrates children's individual achievements extremely well. Young children make independent choices from a vast variety of stimulating resources and play materials. They become fully engaged and concentrate for long periods of time. Children's health and well-being is significantly enhanced through robust hygiene practices, healthy eating and regular exercise during visits to the park. Behaviour is exceptionally good. Children show high levels of self-confidence, and have an excellent understanding of what is right and wrong. Highly effective settling-in procedures help the childminder to meet children's individual needs.

### Outcomes for children are outstanding

Children have great fun as they learn and delight in joining in with activities. They develop the skills they need for the next stage in the learning, including school. For example, they confidently complete simple tasks and have an excellent understanding of how to keep themselves safe. Pre-school children have tremendous imaginations and are encouraged to lead their own activities. For example, they act out stories and show extremely high levels of understanding of what will happen next.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY292959                                                                          |
| <b>Local authority</b>             | Surrey                                                                            |
| <b>Inspection number</b>           | 1092090                                                                           |
| <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>       | 1 - 3                                                                             |
| <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> | 23 June 2015                                                                      |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2004. She lives in Camberley, Surrey. The childminder works Monday to Friday, for most of the year. She holds a relevant level 3 qualification.

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