

**Inspection date**

9 March 2015

Previous inspection date

15 March 2010

<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
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The childminder's teaching is outstanding. She supports children's learning extremely well, through a range of exciting and interesting activities, both inside and out. She knows children's interests very well, and allows children to shape their own learning. As a result, children are highly motivated, eager to explore, and curious learners.
- All children make outstanding progress from their starting points. The childminder has extremely high expectations of children, and sets challenging developmental targets. As a result of her effective teaching, children achieve beyond their expected stage of development.
- The childminder is dedicated to improving her care and teaching. Her passion is demonstrated through robust self-evaluation procedures. These enable the childminder to critically evaluate how to improve her practice, and build on her current strengths.
- Children have a wonderful relationship with the childminder. The childminder gets to know children throughout a superb settling-in period, allowing children to develop a strong bond with the childminder.
- The childminder has a wealth of experience and is highly skilled. She has attended a vast range of training, and continually builds on her knowledge through new training opportunities. She makes the most of partnerships with other childminders. This enables her to benchmark her practice, enhancing children's learning through new ideas.
- The childminder has developed highly effective partnerships with parents. She provides advice to parents on how to develop their child's learning at home. Children complete activities at home set by the childminder. Therefore, they make outstanding progress both at home and in the setting.

## What the setting needs to do to improve further

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

- enhance children's already excellent communication and language skills for example, by providing a quiet environment during story time, to enable younger children to listen to stories without distraction.

### Inspection activities

- The inspector observed activities in the childminder's home and in the garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sought the views of parents through written comments.
- The inspector looked at a sample of children's records, learning and development documentation, and a range of other documentation, including policies and procedures.
- The inspector checked the qualifications of the childminder, and evidence of the suitability of all adults living on the premises.

### Inspector

Scott Oliver Thomas

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The childminder uses her strong knowledge of how children learn, and her expertise in teaching, to provide a range of outstanding learning opportunities. Younger children acquire key skills to support their development. For example, communication development is supported through the use of Makaton. The childminder supports children's literacy skills very well. She reads to children regularly. This means children are able to read simple stories independently. The childminder recognises that providing a quieter environment means that younger children can listen and concentrate on the story better, building still further on their very good skills. Children initiate many activities, which are skilfully supported by the childminder. Children's interest in making 'witch soup' leads them to explore the world outside. They investigate snail shells and plants, and they find out how to care for living things. Children develop essential skills for future learning, asking questions and solving problems. This ensures they are well prepared for school. Planning and assessment arrangements are precise, sharply focussed on each child's needs and shared frequently with parents. This contributes to the rapid progress children make.

### **The contribution of the early years provision to the well-being of children is outstanding**

Exceptional care practices support children's well-being. Children are independent and confident to explore the environment independently. Daily care practices, such as toileting, and mealtimes are pleasant and carried out with warmth, to support children's emotional security and their self-esteem. The childminder acts as a positive role model, playing alongside children, helping them to understand how to share and take turns. This helps them form strong attachments with peers and to quickly understand what behaviour is acceptable. Children have an excellent understanding about the importance of a healthy diet and need for exercise and fresh air. They plan meals with the childminder which are healthy and supports them to make healthy choices in their diet. The childminder has an excellent understanding of her responsibilities to safeguard children. She has attended child-protection training, and implements effective policies and procedures. The childminder adopts safe working practices exceptionally well to support children's, health, safety and well-being.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The childminder has an uncompromised dedication to improving children's future outcomes and delivering the highest quality early years experience to them. She regularly reflects on her own performance with other childminders and through annual monitoring visits, conducted by the local authority. This has led to a consistent high-quality practice. In her strive for excellence; the childminder identifies areas for improvement, which she achieves through targeted training and partnership working. Robust procedures for monitoring the quality of the provision ensure children receive a rich learning experience, on a daily basis.

## Setting details

<b>Unique reference number</b>	405457
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	855459
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 March 2010
<b>Telephone number</b>	

The childminder was registered in 1993 and lives in May Bank, near Newcastle-under-Lyme. She operates all year round from 6.45am to 9pm, Monday to Friday, except bank holidays and personal holidays. The childminder offers overnight care. The childminder holds an appropriate early years qualification at level 3.

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