

<b>Inspection date</b>	27 March 2015
Previous inspection date	8 February 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 quality of teaching is outstanding. The sensitive and skilful childminder provides a rich, vibrant and engaging learning environment. She continually seeks to ignite children's interest and extend their learning. As a result, children of all ages and ability make excellent progress from their starting points.
- The childminder is highly skilled and sensitive in helping children form secure emotional attachments. This means children's individual care needs are always met extremely well and their confidence and emotional well-being is effectively supported.
- Partnerships with parents and practitioners at other settings that children attend are excellent. This shared approach effectively supports children's learning, development and well-being.
- Children's safety and safeguarding is central to everything the childminder does. She undertakes extensive risk assessments and effectively supports children's growing understanding of how to keep themselves safe and healthy.
- The childminder has an excellent understanding of the Early Years Foundation Stage. She skilfully implements the requirements and is committed to delivering exceptional standards. She is effective in her commitment to continuously improving and engages in a well-considered programme of professional development which always focuses on the impact of her practice on children.
- The childminder uses a variety of very well thought-out strategies to prepare children for times of change. Therefore, children are emotionally prepared and well supported for the next stage in their learning, including when the time comes to move to school.

## What the setting needs to do to improve further

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

- strengthen the already very honest and critical reflection to further support professional development, for example, by making even more use of peer observations.

### Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector checked the suitability of adults living and working in the premises.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took into account the written views of parents and those spoken to on the day.

### Inspector

Jacqueline Midgley

## Inspection findings

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

The childminder holds a relevant early years qualification at level 3 and uses her knowledge of the learning and development requirements and superb understanding of how children learn, to provide first-rate teaching. As a result, children thrive and are well motivated to learn in this extremely high-quality setting. All children make rapid progress from their starting points and consistently demonstrate the characteristics of effective learning, such as a willingness to have a go. The childminder provides an exciting, stimulating and extremely well-organised environment, both indoors and outside. For example, children's learning is skilfully supported as they grow vegetables, including potatoes and tomatoes, which they eat at mealtimes. This is because she teaches them to plant, label, measure, estimate, water, describe and nurture their plants. Children's personal, social and emotional development, communication and language skills, and mathematical development is promoted superbly as they play giant snakes and ladders.

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

The childminder sensitively engages in children's care practices. For example, when changing children's nappies she plays lovely games with children to extend their learning, or helps children to explore their favourite books. Therefore, children's confidence and well-being is supported. Children's understanding of similarities and difference is extremely well supported. For example, the childminder uses a 'family box' to support children to understand that the make-up of families can vary greatly. There is an atmosphere of mutual respect and trust, where the childminder calmly communicates her expectations. Therefore, children's behaviour is very well managed. Children's independence is well supported as they self-select toys which are stored at low level and clear their own plates away after their highly nutritious, home-cooked meals. Children learn how to assess risk and keep themselves safe. For example, whilst on local walks they look for dangers, such as wasps nests in the hedgerow and use the Green Cross Code to show the childminder how to safely cross the road.

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

Robust procedures for checking the quality of practice ensure that children receive a rich and challenging range of activities, including treasure baskets and extensive outdoor activities. An effective system for the analysis of assessment information means that potential learning needs are recognised and quickly met through highly effective partnerships between the childminder, parents and other professionals. Therefore, early intervention can be sought, if necessary. Incisive self-evaluation accurately identifies how the childminder can improve even further. For example, she has correctly identified the benefits of further enhancing her reflective practice by making even more use of peer observations. Feedback from parents is overwhelmingly positive. They describe the close bond between their children and the childminder and the rapid progress children make in their learning and development.

## Setting details

<b>Unique reference number</b>	EY398407
<b>Local authority</b>	Warrington
<b>Inspection number</b>	859958
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 February 2010
<b>Telephone number</b>	

The childminder registered in 2009. She works with a co-childminder in Orford, Warrington. She operates all year round from 8am to 5.50pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate Early Years qualification at level 3.

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