

<b>Inspection date</b>	13 April 2015
Previous inspection date	10 November 2008

<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 because the childminder has an exceptional awareness of how young children learn and develop. She provides children with innovative activities that prepare children for the next stage in their learning.
- The childminder and her assistant chatter away with the children, providing them with opportunities to hear new words and extend their vocabulary. Consequently, children make exceptional progress in their communication and language development.
- Children thrive in the highly stimulating environment. They are confident, well motivated and eager to join in the interesting and challenging learning experiences.
- The childminder is highly skilled and committed to delivering a high quality provision for all children. She is a qualified early years teacher and uses her extensive knowledge of the Early Years Foundation Stage. As a result, children are cared for, safeguarded and protected in her care.
- The childminder provides the children with a wealth of opportunities to experience the outdoor environment, to learn about the world around them and practise their physical skills.
- The childminder has forged extremely close links with other professionals to ensure that children receive first class continuity of care and learning.
- The childminder develops strong, trusting relationships with parents who appreciate enormously the many varied ways in which she involves them. As a result, there is a true and deep joint approach towards progressing their children's learning and welfare.
- Rigorous self-evaluation ensures the childminder is consistently improving her already excellent understanding and expert practice.
- The childminder meticulously completes thorough assessments of the children. Consequently, the childminder knows their stage of development precisely and is able to identify any gaps in the children's learning promptly.

## What the setting needs to do to improve further

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

- extend the highly competent programme of professional development by, for example, introducing opportunities to observe and discuss best practice, to drive the already high quality of teaching even higher.

### Inspection activities

- The inspector had a tour of the childminder's home, including the kitchen, garden and play areas.
- The inspector sampled children's progress records, including observations, trackers and parent comments.
- The inspector spoke to the childminder about her practice at appropriate times during the inspection.
- The inspector checked the childminder's and her assistant's suitability and qualifications. A sample of a range of documentation was viewed, such as safeguarding procedures, complaints policy and her accident and medication records.
- The inspector spoke to the assistant during the inspection and carried out a joint observation with the childminder.

### Inspector

Amanda Forrest

## Inspection findings

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

The childminder has an excellent understanding of how children learn and how this relates to the children in her care. She provides really well-organised activities that fully include and engage children of different ages. For example, they observe the life cycle of the butterfly. Children are enthusiastic and eager to tell the childminder what stage is next as they know it will turn into a chrysalis. Younger children handle the highly stimulating resources, such as models of the butterfly in each stage of the life cycle, which supports their learning. The childminder successfully uses different methods to develop children's communication skills. For example, she provides exciting activities that motivate children to want to talk, such as singing and story bags. She talks clearly, using gestures alongside her words, and sensitively echoes back what children say, using the correctly pronounced word and actively involving them in the songs.

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

The excellent range of easily accessible resources enhances opportunities for children to make their own choices about play. In the garden, they develop their physical skills as they use a wide variety of ride-on toys and explore water and soil. For example, they make complex water slides for ducks and write their names and draw with water. The childminder has an excellent understanding of how to help children learn to manage their behaviour, working closely with parents to provide consistency for children. Children learn about good health and what is good for them. They have planted vegetables in the garden and help to care for them until they are ready to harvest. This teaches them about how things grow and where some foods come from. Children develop a strong sense of self. For example, they talk about the photographs of themselves and friends. This also supports them to reflect on past events. At lunch time, the childminder and her assistant sit with the children and teach them about a healthy diet. As a result of this excellent practice, children acquire new skills and learn the principles of a healthy lifestyle. The childminder has effective strategies in place to support children moving to school, to ensure that each child is as ready as possible for the next stage in their lives.

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

The childminder's comprehensive safeguarding policies and written risk assessments underpin her practice. In addition, she supports her assistant to have the same outstanding knowledge through regular discussion and an in-depth induction process. The childminder is a qualified teacher and uses her skills to monitor all children's progress regularly and support her assistant to the highest level. This enables the childminder to see immediately any developing gaps in progress and to implement targeted professional support. Reviews of the assistant's practice are held regularly and training opportunities are identified to develop practice. However, there is scope to introduce additional supervision techniques, such as providing opportunities to observe and to discuss practice, to enhance this process even further.

## Setting details

<b>Unique reference number</b>	EY377835
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	858451
<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>	12
<b>Number of children on roll</b>	29
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 November 2008
<b>Telephone number</b>	

The childminder registered in 2008 and lives in Shelf, Halifax. She operates all year round, from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder has Qualified Teacher Status.

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