

Inspection date

22 April 2015

Previous inspection date

11 March 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. The childminder delivers learning experiences that are of the highest quality. She skilfully enables children to make the best possible progress in the learning. Activities challenge children, and promote their interest and engagement.
- The childminder works with parents and other professionals to provide seamless learning and care experiences for children with special educational needs and/or disabilities. Therefore, they make exceptional progress from their starting points.
- Children are taught the skills they need for school. The childminder has used her links with the local school to enhance her teaching. She displays hand written text indoors, and models early writing skills using the same teaching methods as Reception class teachers. This supports children to develop superb literacy skills.
- The childminder forms exceptional relationships with all children and families. She nurtures families during difficult times providing practical advice and emotional support. Children's needs are always met extremely well and they have a very strong bond with the childminder.
- The childminder is well qualified and has a wealth of experience in working with children. She updates her knowledge through networking with other childminders and attending local authority forums. The childminder has also accessed online training in order to meet her own identified training needs. Therefore, her teaching and care is of the highest standard.
- The childminder successfully evaluates her practice in order to achieve the best possible outcomes for children. The childminder regularly discusses her setting with parents and children. She has identified that some children prefer to learn outdoors and has completed training to deliver excellent outdoor learning experiences.

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 enhancing children's learning outdoors even further, for example, by displaying more written text throughout the garden.

Inspection activities

- The inspector observed activities in the childminder's home and also in the garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector looked at a sample of children's records, planning 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.
- The inspector took into account of the views of parents spoken to on the day and through their written comments to the childminder.

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 qualifications and skills to provide an outstanding range of rich and varied learning opportunities. She extends children's interests well. Children look at models of fish from the interest box which is used to promote their daily emerging interests. This promotes their understanding of their world as the childminder talks about the different types of fish. Children then make fish pictures using a variety of art materials, which supports their creative development. They concentrate on completing the activity as the childminder maintains their interest through discussion. Children are proud of their work and show a sense of achievement, which the childminder rewards through verbal praise and by displaying their work. This develops children's confidence and self-esteem. The childminder then extends this activity through reading books about the seaside. This enables children to develop their communication and language skills. Children develop the vital skills they need for nursery and school. They are encouraged to solve problems for themselves as they complete wooden puzzles, and older children are encouraged to sit and listen for suitable periods of time to build their concentration span.

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

The care children receive is exceptional and promotes their well-being superbly. Children feel at home in the setting. They run in when they arrive as they are pleased to see the childminder, which demonstrates their strong sense of belonging. Children know how to keep themselves safe. They know not to go into the kitchen cupboards and understand how to use equipment safely at the park. Children are well behaved. They are learning how to manage differences with peers as the childminder uses positive behaviour management strategies. Children's health is promoted extremely well. The childminder works with parents to ensure all meals are healthy. Children learn about food. For example, children are shown a banana unpeeled before it is prepared so they understand what a banana looks like. The childminder promotes children's understanding of the world and of celebrations. She uses her own experiences of other countries to talk to children about the life of others as they explore the world using a globe.

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

The childminder has an excellent understanding of how to promote children's learning and keep them safe. She has a first class knowledge of child protection procedures and knows how to protect children from possible abuse or neglect. The childminder takes her safeguarding responsibilities very seriously and identifies ways of improving her practice. She has attended Common Assessment Framework training in order to assess family needs and identify support. Through her self-evaluation she has identified ways of enhancing children's learning further through developing outdoor learning experiences. For example, promoting literacy further by providing even more visual learning resources, such as written text. Children's progress is monitored extremely well, which means any gaps in learning are identified without hesitation or delay.

Setting details

Unique reference number	EY262713
Local authority	Staffordshire
Inspection number	860568
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	11 March 2009
Telephone number	

The childminder was registered in 2003. She lives in Wombourne, Staffordshire. She operates Monday to Friday from 7am to 7pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two- and three-year-old children. The childminder cares for children with special educational needs and/or disabilities.

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