

# Childminder Report

**Inspection date**

26 June 2015

Previous inspection date

8 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
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 is passionate about providing the very best service for children and their families. Since the last inspection, she has been highly successful in maintaining the highest level of care and learning for children.
- The childminder provides an exceptional range of high-quality learning experiences for children. As a result, children are highly motivated and eager learners who make rapid progress in their development.
- The quality of teaching is exceptional. Precise assessments of children's achievements are used to plan activities that are sharply focused on promoting each child's next steps in learning.
- Children form exceptional relationships with the childminder, her co-childminder and other children who attend the provision. They show high level of confidence and independence during all activities.
- The childminder embraces and actively promotes equality and respect for diversity. All children's individual needs are quickly identified and exceptionally well met through highly effective partnerships with parents and other professionals.
- The childminder has a very secure knowledge and understanding of all safeguarding issues. Children's health, safety and welfare are given the highest priority.
- The childminder is an exceptional role model. She shares her knowledge and practice with other childminders and childcare students. Leading a childminders group, she makes valuable contributions to supporting and developing local childminders' practice. This is helping to improve learning and care experiences for other groups of children.

## What the setting needs to do to improve further

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

- undertake the proposed gardening allotment project, thereby further enhancing children's interaction with the natural world.

## Inspection activities

- The inspector observed activities in the house and garden. She evaluated an activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector spoke to one parent and took into account the written views of all parents.
- The inspector checked evidence of the suitability and qualifications of all adults and looked at self-evaluation and improvement plans.

## Inspector

Christine Armstrong

## Inspection findings

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

Children are exceptionally well prepared for school and their next steps in learning. Every opportunity is captured to support and extend children's learning, including those with special educational needs and/or disabilities. Children make statements, such as 'this is awesome', to express their extremely high levels of enthusiasm for learning. Children are highly motivated to explore and express their imagination, thoughts, feelings and ideas. They take the lead in their learning and recognise that the adults and children around them are partners in their learning. Children learn to work together and use what they know and can do to extend their learning and become independent learners. For example, children pose challenges to each other to find the correct single numbers that join together to make the larger numbers, such as 89. Very young children join in the excitement and show how well they are learning numbers too, by finding and naming the number two. Children receive optimum levels of support from the childminder to develop their emerging literacy skills. They recognise pictures and that print carries meaning. They become familiar with the letters and sounds of the alphabet and they learn to write recognisable letters and numbers.

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

Children show increasingly high levels of self-control during activities. For example, older children stop themselves talking and wait when they realise other children have not finished talking. Children develop high levels of confidence in different social situations as they visit a varied and stimulating range of venues. These experiences also help children to develop an excellent understanding of how to manage risk and challenges. Children are learning to embrace and value diversity. They use simple sign language as they sing songs and count in French. They learn about, and take part in, a range of cultural festivals that reflect their different home experiences. Children develop an excellent understanding of healthy lifestyles. They become physically active throughout the day as they move their play from the indoors to outdoors.

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

The childminder undertakes ongoing and well-targeted training and research. This results in her higher level of knowledge and understanding of the safeguarding, welfare and learning requirements. She continually uses this higher level of knowledge to maintain the high quality of her provision. The childminder is highly successful in seeking and responding to parents' and children's views. As a result, children's needs are quickly identified and exceptionally well met, in partnership with her co-childminder. The high quality of the childminder's provision is highly valued and recognised by previous and present parents. They are joining the childminder and her co-minder in celebrating their extremely successful 10 years of childminding. The childminder continues to plan to build upon her first-rate practice. She has an adventurous plan to develop a community gardening allotment for the use of all local childminders' children.

## Setting details

<b>Unique reference number</b>	EY311454
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	848996
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 May 2009
<b>Telephone number</b>	

The childminder was registered in 2005. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and for family holidays. She works with a co-childminder. The childminder holds an appropriate early years qualification at level 3. She receives funding for free early years education for two-, three- and four-year olds.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

