

# Childminder Report

**Inspection date**

1 July 2015

Previous inspection date

16 October 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 gives high priority to the safeguarding of children, as well as ensuring activities and the premises are safe.
- The childminder has excellent knowledge and understanding about how children learn and develop. This, along with her exceptional teaching practice, results in children making outstanding progress in their learning and development. Children with special educational needs and/or disabilities are incredibly well supported.
- High-quality resources, which offer a highly stimulating and exciting environment for the children, are easily accessible. Consequently, children develop an eagerness to learn as they investigate, solve problems, explore and lead their own learning. These positive attitudes towards learning mean that children have excellent preparation in readiness for school.
- The childminder is constantly striving to improve her skills and knowledge to enhance her professional development. She attends ongoing training courses and undertakes regular personal research. This has a positive impact on children who benefit from outstanding learning experiences.
- Children flourish at this welcoming and supportive provision. Close attachments between children and the childminder are obvious. Children's behaviour is admirable.
- The childminder gives the highest priority and dedication to delivering outstanding standards of care and learning in all areas. Furthermore, her unwavering commitment and passion for improvement demonstrates an exemplary capacity to maintain this quality over time.
- Parents are fully engaged in their children's learning. The childminder shares children's targets with parents and provides ideas for them to support learning at home. Markedly, parents contribute significant information about children's learning at home, which enables the childminder to support children to make the best possible progress.

## What the setting needs to do to improve further

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

- continue to enhance opportunities for children to benefit from the rich learning experiences outdoors during all seasons.

## Inspection activities

- The inspector observed activities and reviewed the quality of teaching.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including policies, procedures, risk assessments, peer reviews and self-evaluation.
- The inspector discussed the suitability and qualifications of adults living and working on the premises.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding and the toys and resources.

## Inspector

Karen Laycock

## Inspection findings

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

Meticulous assessments help the childminder to identify and close any gaps in children's learning. She has very high expectations for herself and all children in her care. Children's identified next stages of learning are used to plan highly stimulating and challenging activities. For example, children visit local shops as part of the childminder's 'learning to grow' project. The childminder encourages older children to match, sort and group different vegetables. Younger children are supported with their early counting skills as they help to place the produce into the bags. Outdoors, babies enjoy exploring natural resources, such as mud. Children are encouraged to recall their own experiences. They discuss their holidays, talking about how they got there and what they found on the beach. This develops their communication, language and thinking skills. The well-qualified childminder develops babies' and young children's communication skills exceptionally well. She constantly comments on what they are doing and repeats their developing language. This reinforces that their sounds convey meaning and are valued by those who care for them. Children undoubtedly enjoy their time in this superb environment where they thrive and learn skills for life.

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

Excellent settling-in arrangements include obtaining detailed information from parents about each child's care needs and current skills. This enables the childminder to meet children's individual needs and support their emotional well-being from the outset. Children learn to keep themselves safe. During a trip to the seaside, the childminder teaches children the dangers they must be aware of. For example, she shows them the signs which indicate sinking sand and discusses why it is not safe. They understand why they must stay with an adult when they are near water. Children take part in activities that help them to learn about healthy lifestyles. They help to make meals using vegetables they have proudly grown and bought. They have daily opportunities for fresh air and exercise. Children learn to do things for themselves, such as choosing their own toys and dressing themselves. Babies are encouraged to feed themselves. Children develop a sense of belonging because their views are valued and their work and photographs are displayed to talk about. Babies squeal with delight as older children play with them on the see-saw. The childminder gives all children individual attention and provides regular praise, which successfully builds on their self-esteem and developing confidence.

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

The childminder demonstrates an enviable zest and vigour when evaluating her practice. She uses very detailed plans which capture the views of parents and children, to drive improvement forward. For example, the childminder has identified that she would like to make changes to the excellent, well-resourced garden to make it accessible year round. She has effective strategies to exchange information about children's learning with other providers, where care is shared.

## Setting details

<b>Unique reference number</b>	EY263754
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	848455
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 16
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 October 2009
<b>Telephone number</b>	

The childminder was registered in 2003. The provision operates all year round from 7.30 am to 6pm, Monday to Friday, except bank holidays and family holidays. She supports children with special educational needs and/or disabilities. The childminder provides funded early education for two-, three- and four-year-old children. She has a relevant childcare qualification at level 3.

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