

Childminder Report

Inspection date

22 July 2015

Previous inspection date

23 October 2008

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

Summary of key findings for parents

This provision is outstanding

- Children enthusiastically explore, investigate and are highly motivated to learn. This is because the childminder uses precise and accurate assessments of the children's learning to provide an extensive range of interesting activities. Consequently, children make outstanding progress in all areas of learning.
- Partnerships with parents, professionals and other early years providers are exceptional. The childminder continually exchanges information, to plan for and build on children's learning. As a result, he understands and meets children's individual needs extremely successfully.
- The childminder has effectively used training and self-evaluation to develop his knowledge and skills. This enables him to monitor his effectiveness and provide children with an exceptional range of learning experiences.
- Children's safety and well-being is of the utmost importance to the childminder. He is extremely knowledgeable about child protection issues and implements comprehensive arrangements to safeguard children. This unquestionably promotes children's health, safety and well-being.

What the setting needs to do to improve further

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

- extend children's early reading skills when playing outside, to further support their literacy.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector spoke with the childminder, his co-childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's learning records and the childminder's self-evaluation.
- The inspector took into account the views of parents through their written comments.

Inspector

Michelle Tuck

Inspection findings

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

The childminder has outstanding teaching skills. He uses his excellent knowledge of how young children learn to engage them in fun activities, which extend their vocabulary and encourage excellent listening and communication skills. The childminder interacts at a high level with the children. He promotes their understanding extremely well by asking questions that require more than a 'yes' or 'no' answer. He introduces counting into routines and makes learning fun, for example, when they use the go-kart. He includes the children in routines, such as feeding the fish, and extends their learning as they observe the frogs and wildlife in the pond. Children have exceptional opportunities to learn about similarities and differences between themselves and others as they explore their local community.

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

The childminder is highly skilled at supporting children to develop their independence. He provides lots of praise and encouragement as children learn new skills, such as waiting their turn or putting on their shoes. This prepares them extremely well for the next stage in their development and school. Children have excellent opportunities to develop their physical skills. They use a wide range of resources, as they learn to climb and balance. However, there are fewer written words outdoors to extend children's early reading and literacy skills. The childminder teaches children about healthy lifestyles. They grow a wide variety of fruits and vegetables and learn about where food comes from. The childminder very effectively supports children's emotional development by developing extremely secure attachments.

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

The childminder works in close partnership with his co-childminder. He has an excellent understanding of the Early Years Foundation Stage requirements and is committed to providing high-quality education and care. He has fully addressed the recommendation raised at the last inspection, meaning all resources are now within easy reach for the children and clearly labelled. The childminder uses his knowledge from reading childcare publications and sharing ideas with his co-childminder to provide children's with excellent hands-on learning experiences, which help children to become highly inquisitive and creative learners. The childminder regularly checks children's learning and the quality of activities to ensure his systems for observation, planning and assessment are highly successful in tracking their progress.

Setting details

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|------------------------------------|-----------------|
| Unique reference number | EY368270 |
| Local authority | Somerset |
| Inspection number | 827850 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Name of provider | |
| Date of previous inspection | 23 October 2008 |
| Telephone number | |

The childminder registered in 2008. He lives in Leigh upon Mendip in Somerset. The childminder works jointly with a co-childminder at this address. The childminding service operates each weekday throughout the year, with the exception of Christmas and bank holidays. The childminder is in receipt of funding to provide free early education to children aged two, three and four years.

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