

Childminder Report

Inspection date

13 October 2015

Previous inspection date

14 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder provides a safe, secure and nurturing environment. Children develop high self-esteem, which enables them to become successful learners.
- Children are extremely confident and independent. The childminder provides outstanding support so that children recognise and respond well to their personal needs.
- The childminder promotes children's communication skills extremely well. Her skilful teaching extends children's vocabulary and understanding as they learn new words and use them in their play.
- The childminder makes excellent use of children's interests to motivate them to learn. She knows the children extremely well through her regular, precise observations and assessments. This enables her to plan for their next stages of learning very successfully. Children make rapid progress in their learning and development.
- The childminder uses self-evaluation very effectively. She focuses on how to drive improvement through her personal development to maintain excellent outcomes for children.
- The excellent communication between the childminder and parents has a significant and positive impact on children's development and well-being.
- The childminder is caring and sensitive to children's physical and emotional needs. Children develop outstanding relationships, behave exceptionally well and learn to value people's differences.

What the setting needs to do to improve further

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

- use all opportunities to help children use their knowledge of linking sounds to letters in their play and activities to promote their literacy development even further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector spoke to the childminder at convenient times and carried out a joint observation.
- The inspector took account of the childminder's self-evaluation and her parents' surveys.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder has an excellent knowledge of her responsibilities to protect children, promote their well-being and help them achieve. Safeguarding is effective. She keeps up to date with legislative changes using extensive guidance for reference. The childminder attends safeguarding training and has a thorough knowledge of what to do if a child is at risk of harm. She monitors children's development meticulously to identify additional support for any gaps in children's learning and where they may need further challenge, so they all reach their full potential. The childminder attends conferences and meets with other childminders to discuss better ways of working. Through training she has a greater understanding of managing more challenging behaviour.

Quality of teaching, learning and assessment is outstanding

The childminder knows how children learn. She provides skilful support to extend children's play. Children use extensive mathematical language, such as describing items as 'massive' and naming shapes. The childminder skilfully introduces new words, such as 'cylinder' to challenge their learning. Children learn about cause and effect. They notice the room goes darker when the sun goes behind a cloud, for example. Children start to recognise letters in significant words, such as in their name. However, the childminder occasionally misses opportunities to help children to link sounds with letters independently as they play. The childminder plans stimulating activities and experiences from her knowledge of children's next stages of development. For example, children visited the library, learning about their community as well as promoting their literacy development.

Personal development, behaviour and welfare are outstanding

Children soon develop strong secure attachments when they first start with the childminder. She supports children in a fun way to persevere with tasks so that they gain a high sense of achievement. For example, children excitedly demonstrated how they had learned to do a forward roll. The childminder organises her premises extremely well to enable children to become independent learners. They select resources and learn through investigation and discovery. The childminder enables children to do as much as they can for themselves but provides sensitive support when they need it. For example, children know where to get a step to reach the sink, put in the plug and turn on the cold tap. Then they know to wait while the childminder adds the hot water. Children develop outstanding practices to lead a safe and healthy lifestyle.

Outcomes for children are outstanding

Children make excellent progress from their starting points. The childminder prepares them extremely well for school. She ensures children are highly confident communicators, independent in managing their personal needs and enthusiastic to learn.

Setting details

Unique reference number	162005
Local authority	Somerset
Inspection number	826105
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	14 March 2011
Telephone number	

The childminder registered in 2001. She lives in Bridgwater, Somerset. The childminder offers care Monday to Wednesday for 47 weeks a year.

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