

Childminder Report

Inspection date	19 October 2015
Previous inspection date	13 January 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 quality of teaching is excellent. Children make extremely good progress in all areas because the childminder has very strong systems in place to monitor their learning and development. Excellent assessments, particularly in regard to communication and language development, mean any gaps in learning are quickly identified and addressed.
- Children show high levels of confidence and self-esteem. Extremely good settling-in procedures gives them time to feel at home in the setting. Babies, toddlers and older children quickly develop strong, affectionate relationships with the childminder, and they show they feel safe and secure with her.
- Children thoroughly enjoy the excellent variety of challenging activities that encourage learning. Space is very well organised to make sure there is plenty of room for babies to roll and crawl as they learn to explore their environment.
- The childminder's self-evaluations are very good and she continuously strives to make improvements that benefit children. She develops strong relationships with other providers, and recognises the benefits to children of a joint approach to promoting learning. As a result, systems of sharing information to plan for individual children's progress are extremely good.
- The childminder supervises her assistant extremely well so they have a thorough understanding of their roles and responsibilities.

What the setting needs to do to improve further

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

- provide even more opportunities for older children to use technology for different purposes.

Inspection activities

- The inspector observed the childminder engaged in activities with children.
- The inspector talked to the childminder about how she monitors and evaluates her practice and makes improvements.
- The inspector talked to the childminder about how children's learning is monitored and how she plans for ongoing progress.
- The inspector sampled required records and discussed the procedures in place that help to safeguard children.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder is highly motivated and very well focused on making improvements that benefit children. Although training is not always available, she uses independent research and shared good practice very effectively to help her improve. For example, she has been extremely successful in developing and introducing different strategies to more actively involve all parents in their children's learning. Safeguarding is effective. The childminder ensures her assistant completes safeguarding training. This ensures they know what to do to protect children from harm and keep them safe.

Quality of teaching, learning and assessment is outstanding

The childminder uses her excellent communication skills extremely effectively to extend children's learning. She makes very good use of spontaneous opportunities to encourage them to think about and express what they already know, and to build on this. For example, when children were talking about a visit to a theme park on holiday, the childminder encouraged them to think of all the different film characters they might see. This prompted an animated discussion, with some children turning to books to try to identify more. Children are attentive, concentrate well and become absorbed in activities. For example, children debate whether leaves are yellow or orange. The childminder encourages them to compare the different shades to distinguish which is which. She encourages them to explore the different textures of the veins on the leaves and describe how these feel.

Personal development, behaviour and welfare are outstanding

The childminder provides a safe, calm environment where children feel emotionally secure and talk about their feelings. Children of different ages care for each other and engage extremely well. For example, older children played peek-a-boo with babies, making them laugh with delight. Children are very well behaved and have an extremely good understanding of what is and what is not acceptable conduct. For example, some children blew raspberries at each other and older friends reminded them that this was not polite and not good manners. The childminder used this opportunity very well to remind children of how coughs and colds spread, and children confidently talked about their awareness that 'germs make you ill'. Children enjoy being active and using the garden. They move their bodies well, such as when showing each other how to do ballet steps. Children make extremely good use of the extensive range of resources as they play, although resources to promote older children's use of technology are not extensive.

Outcomes for children are outstanding

Children make extremely good progress and are very well prepared for school. They are confident, independent and ready to move on.

Setting details

Unique reference number	104665
Local authority	Devon
Inspection number	824760
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 3
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	13 January 2011
Telephone number	

The childminder registered in 1994. She lives in the village of Shirwell, near Barnstaple, North Devon. The childminder works with two other registered childminders and an assistant, at different times. The setting is known as Beeches Childcare and is open from 7am to 6pm from Monday to Friday, all year round. The childminder is eligible to provide funded early education for children aged two, three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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