

Childminder Report

Inspection date

3 November 2015

Previous inspection date

8 March 2010

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 and her co-childminder provide excellent team work to ensure the learning and development, and welfare needs of the children are met extremely well. They use their exceptional teaching skills to deliver activities that interest and motivate children and enable them to make outstanding progress.
- The childminder constantly reflects on her practice in her drive for continuous improvement. She consults parents, children, her co-childminder and assistant in order to ensure high outcomes for children.
- The childminder provides exceptional opportunities for children to develop their understanding of other people in the community and to build their self-confidence. For example, she organises an extremely interesting variety of outings for the children to meet with other children and adults, and shares activities with them.
- Children develop high levels of curiosity and imagination through the provision of stimulating and well-resourced activities. They engage well in exploring their environment through play-based activities, and develop good levels of concentration.
- The childminder's excellent partnerships with parents promote a regular exchange of information about children's progress and development. Parents are well informed, know how well their children are doing and continue to support their learning at home.

What the setting needs to do to improve further

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

- continue to develop the superb teaching to help children to make the best possible progress in their literacy.

Inspection activities

- The inspector observed the childminder and her co-childminder interacting with the children indoors.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parents' views through their written testimonials.
- The inspector sampled paper work, including the records of children.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

Inspector

Edgar Hastings

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder has an excellent knowledge of her responsibility to promote children's learning, development and welfare. She very effectively meets the needs of all children and plans high-quality experiences for them. The childminder undertakes regular training opportunities and meets with other childminders to develop and extend her knowledge of current developments in good practice. She provides excellent opportunities for children to broaden their knowledge and understanding of other cultures. For example, she makes very good use her own exceptional knowledge of other countries and languages. Children thoroughly enjoy learning to count in Spanish and take part in different celebrations. Safeguarding is effective. The childminder provides a warm and welcoming environment where children feel safe.

Quality of teaching, learning and assessment is outstanding

The childminder and her colleagues plan activities together that meet the needs of children exceptionally well. They use information provided by parents to plan starting points for learning, and to assess what children know and can do. The childminder undertakes regular observations and accurate assessments to monitor children's progress. She uses this information to identify what children need to learn next. She places a very strong emphasis on the children's development of communication skills. For example, she asks searching questions, uses stories, songs and rhymes, and encourages children to engage in conversation. Children's language skills develop quickly and they are becoming confident speakers. The childminder successfully helps children who are keen to practise writing and is working to enhance further her teaching around early literacy.

Personal development, behaviour and welfare are outstanding

Children enjoy the challenges provided in the very stimulating environment and are highly motivated and eager to participate. They form strong emotional attachments with the childminder, who is a good role model and has high expectations of them. Children learn to be aware of others and to take turns and share. Their behaviour is extremely good. High standards of care help to ensure children's welfare needs are met very well. Children get plenty of fresh air and opportunities to be active every day. They engage in a wealth of experiences that promote their health, physical development and social skills. For example, they enjoy outings to the park, shops and childminder groups.

Outcomes for children are outstanding

Children are very happy and enjoy being in the childminder's care. They learn self-help skills, such as putting on their shoes when preparing to go outside. Children are enthusiastic and confident learners, and make outstanding progress. They are prepared exceptionally well for their later learning.

Setting details

Unique reference number	100726
Local authority	Gloucestershire
Inspection number	824641
Type of provision	Childminder
Day care type	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	8 March 2010
Telephone number	

The childminder registered in 1991. She works with her husband, who is also a qualified childminder, as her assistant from her home in Cinderford, Gloucestershire. The childminder has occasional help from another assistant. The childminder provides care for 45 weeks of the year from 8am to 6pm. The childminder holds a relevant early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years old.

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