

Childminder Report

Inspection date

6 November 2015

Previous inspection date

27 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 the childminder's teaching and her interactions with children are outstanding. She has high expectations of all children and a thorough understanding of how they learn.
- The childminder carries out rigorous assessments. These include detailed assessments on entry, enabling the childminder to skilfully plan for children's individual needs right from the outset.
- Highly effective partnerships with parents mean that they are constantly involved in their children's learning and supported to extend their progress at home. Information is regularly shared between parents and the childminder so that a clear picture of development is obtained.
- Children's emotional and physical well-being is extremely well supported by the caring and nurturing childminder. This is due to the childminder's familiar routines and her calm and sensitive approach to meeting every child's individual needs.
- Children are encouraged to be very independent and have excellent self-care skills. They acquire excellent listening and communication skills so that they can talk confidently in group situations.
- The childminder continuously reviews her practice to establish what she does well and to identify areas for improvement. Consequently, the capacity to continually improve is outstanding.
- The childminder attends a wide range of training. This helps her to maintain her expert understanding of the learning and development requirements, ensuring excellent outcomes for children.

What the setting needs to do to improve further

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

- extend professional development opportunities even further, in order to enrich all activities provided for the children.

Inspection activities

- The inspector observed activities taking place in the lounge and the kitchen and assessed the impact this has on children's learning.
- The inspector took account of the views of parents spoken to on the day and viewed written testimonies from a selection of parents.
- The inspector carried out an evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, qualifications and evidence of the suitability of those living and working on the premises.

Inspector

Catherine Mather

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder successfully reflects on the quality of her practice. She identifies training opportunities that encourage her to carefully focus on the effectiveness of her practice and recognises that this is an ongoing process. The childminder works closely with a group of other registered childminders. This provides her with opportunities to share good practice and operate to the highest of standards. The arrangements for safeguarding are effective. She has a thorough understanding of what to do should she have any concerns about a child in her care. The childminder is highly reflective. She has a high professional drive and is keen to continue pursuing further training opportunities to enhance her practice. Partnerships with parents are exemplary; they are trusting and strong, enabling the childminder to tailor the individual care and learning children receive.

Quality of teaching, learning and assessment is outstanding

The childminder uses her excellent knowledge of how children learn to provide an outstanding range of learning opportunities. The childminder's questions and commentary throughout activities are sharply focused and purposeful. This helps children to be exceptionally well prepared for the next stage in their learning. Children benefit from prolonged periods of uninterrupted time to experiment and play. This helps them to remain focused and develop their interests during activities. For example, children experiment with mixing paint to make new colours. They print patterns with leaves and paint their hands, counting the finger marks as they press their hands on to the paper. Children thrive and are stimulated to learn in this very child-focused environment. There is an extremely sharp focus on helping children to acquire communication and language skills, and on promoting their physical as well as personal, social and emotional development.

Personal development, behaviour and welfare are outstanding

During initial visits, there is a strong focus on finding out information about home routines, interests and existing skills and capabilities. This information is then used extremely well by the childminder to help children settle quickly when they first start to attend. Children form secure and caring attachments with the childminder and each other. This helps them to feel emotionally secure. Frequent praise and encouragement as they play effectively promotes their confidence and self-esteem. Children's behaviour is exemplary. They display high levels of cooperation and respect for each other. The childminder makes excellent use of every opportunity to promote children's growing understanding of how to keep themselves safe and healthy. Children consistently learn about the benefits of healthy eating and good hygiene practices.

Outcomes for children are outstanding

Children make rapid progress in their learning. They learn actively and quickly acquire the skills and knowledge they need to prepare them for the next stage in their learning. The childminder's approach successfully helps children to obtain the skills and attitudes that make them highly effective learners.

Setting details

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|------------------------------------|-----------------|
| Unique reference number | 302718 |
| Local authority | Barnsley |
| Inspection number | 855036 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Age range of children | 0 - 13 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Name of provider | |
| Date of previous inspection | 27 January 2011 |
| Telephone number | |

The childminder was registered in 1997 and lives in the Hoyland area of Barnsley. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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