

Childminder Report

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| Inspection date | 17 November 2015 |
| Previous inspection date | 12 November 2009 |

| 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 assistants use sharply focused assessments to monitor children's development. They plan exciting and challenging activities. Children make excellent progress in their learning from their starting points.
- Exceptional partnerships with parents and others ensure regular exchanges of information about children's care and learning needs. The childminder quickly identifies when children need extra help and plans support to ensure any gaps in their development close rapidly.
- The childminder is inspirational in her drive and enthusiasm to seek continuous improvement to staff qualifications and setting practice to benefit children.
- Children's safety is of highest importance to the childminder and she has an excellent understanding of safeguarding. She makes sure her assistants undergo training so that they know what to do in the event of concern about a child's welfare. She and her assistants teach children how to assess risks so they play and learn in safety.
- Highly stimulating environments with varied resources support children in making choices about how they learn. Children are highly motivated and keen to join in.
- High-quality interactions promote children's speech and language. All children, including those who are learning to talk or need additional support, are articulate and confident in their interactions with others.

What the setting needs to do to improve further

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

- continue to build on the excellent reflections from parents and children to ensure experiences and opportunities benefit children's learning and development.

Inspection activities

- The inspector observed the quality of teaching in the childminder's home.
- The inspector took into account the views of parents spoken to during the inspection and through written testimonials and questionnaires.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder, her assistants and children at appropriate times during the inspection.
- The inspector sampled paperwork, including children's records, planning and self-evaluation.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder makes thorough evaluations of her practice. She seeks feedback from her assistants, parents and children to help her make continuous improvements. She makes very effective use of systems to monitor her assistants. She ensures training opportunities extend her and her assistants' knowledge about child development and changes to requirements. The childminder and her assistants use their excellent knowledge of the Early Years Foundation Stage to engage children in planning their learning. The childminder recognises that parents and children could be even more involved in planning to promote further improvements to benefit children.

Quality of teaching, learning and assessment is outstanding

The childminder and her assistants have very high expectations for all children. The childminder uses high-quality observations and accurate assessments to monitor children's learning. They know children's starting points and plan activities that meet children's needs exceptionally well. Children enjoy exploring the natural environment. They share and take turns, using water from watering cans to add to mud, making 'stew'. The childminder helps teach children to use their imagination. She provides resources in stimulating ways. Children follow their own interests, such as when they pretend to be doctors bandaging the adults in the setting and giving them injections. Children put on a show at the end of the year to celebrate their achievements with parents.

Personal development, behaviour and welfare are outstanding

Children learn to care for each other and animals, such as watching the robin that comes to share snack time with them in the garden. The childminder and her assistants teach children how to assess risks. For example, children explain why they need to stay sat down away from the fire that is heating the water for their hot chocolate and the assistant uses gloves to stop him burning his hands. Changes to the way in which the childminder stores resources are as a direct result of inspirational ideas from training. Children have tremendous control over the choices of their learning, developing confidence and resilience. Children quickly form exceptional attachments with the childminder and her assistants. They are excellent role models for children, sensitively intervening and supporting children to take turns and be kind to each other. Children's behaviour is extremely good.

Outcomes for children are outstanding

Children are extremely motivated, happy and confident. Children gain independence and self-help skills. All children, including those with additional needs, make outstanding progress. They are superbly prepared for the future and moving on to school.

Setting details

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| Unique reference number | 100825 |
| Local authority | Gloucestershire |
| Inspection number | 824642 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 12 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 12 November 2009 |
| Telephone number | |

The childminder registered in 2000. She lives in the Longlevens area of Gloucester. She offers care for children on a full-time or part-time basis, Monday to Friday from 8.30am to 6pm. She is accredited to receive funding to provide free early education for children aged two, three and four years old. She employs two assistants, one of whom holds a relevant childcare qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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