

Childminder Report

Inspection date

28 November 2015

Previous inspection date

19 August 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 are highly qualified and very experienced. They work extremely well together to provide activities that enhance children's interests and develop their skills. This enables all children to make the best possible progress and become confident and motivated learners.
- Children's starting points are identified extremely well using information from parents and children's previous settings. Children are well engaged in their learning from when they first start. They receive the support they need to close gaps in their learning or achieve beyond their expected level of development.
- Children are happy to come to the setting and greet the childminder and assistants eagerly. The environment is welcoming and vibrant. Children benefit from a warm and caring relationship with the childminder. As a result, they feel at ease in her care as their individual needs are met sensitively.
- The childminder is committed to partnership working. She visits other settings where she shares her inspirational practice and develops her ideas. She is dedicated to ensuring children receive the support they need. There are well established links with the local schools. Therefore, children are well prepared for school, both emotionally and through developing skills for their future learning.
- There is a robust culture of safeguarding practice. The childminder and all her assistants have attended child protection training and they are proactive in keeping children safe. They are all clear on the signs of abuse and neglect and are able to act appropriately as required.
- The learning environment has been developed over a sustained period of time to a very high level. It is an excellent space that provides a wide variety of play opportunities. These stem from children's interests, ideas and the next steps in their learning.

What the setting needs to do to improve further

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

- continue to find innovative ways to work with parents and seek their views on their child's learning at home, so that even more detailed information is available to accurately assess all children's levels of attainment.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. He looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff living and working on the premises.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Scott Oliver Thomas

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Through research, training and partnership working, the childminder ensures she has an up to date knowledge of local child protection procedures. The childminder has a strong vision and clear aims on how to improve practice for children. She is currently developing her excellent relationships with parents as she recognises that not all her current methods of communication are fully effective. Consequently, she is exploring ways to enable all parents to share information about their child's learning at home. The childminder carefully monitors the curriculum and progress of children. She has recently identified mathematics as an area for improvement in teaching and has worked tirelessly to improve her own and her assistants' teaching in this area. The childminder regularly reviews her assistants' practice by observing them and giving feedback of how to improve.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is outstanding. The childminder provides a broad and varied range of learning opportunities based on children's ideas. This provides rich learning opportunities that capture children's imagination and spark their desire to learn. For example, older children develop their early writing skills as they enthusiastically make marks, drawing roads for their cars. Children with English as an additional language make excellent progress in their communication, language and literacy development. The childminder speaks to children in their home language as well as English and provides written words in Welsh for children to recognise. The childminder's assessment arrangements are extremely effective in identifying those children who are need of additional support. She shares all assessments promptly with parents and gives them inspiring ideas of how to support their child's learning at home.

Personal development, behaviour and welfare are outstanding

Children's health is exceptionally well promoted. The childminder provides an excellent range of healthy meals and snacks. She takes children on regular trips to local parks, where they build their muscles using a range of challenging equipment. Children also benefit from continuous access to the garden. This helps children to keep fit. Children also learn how to promote their own safety. The childminder provides outdoor Forest School sessions where children learn how to use tools and equipment correctly. Children learn to respect and value the contribution others make to society. For example, they learn about the role of the police service. Children understand the rules of the setting and develop a strong understanding of different communities, as they find out about the customs and traditions of others.

Outcomes for children are outstanding

All children make excellent progress from their starting points. Older children develop the skills they need for school and younger children are very well prepared for the next stage in their learning. Children have an excellent attitude to learning as they are motivated, engaged and curious.

Setting details

Unique reference number	223737
Local authority	Shropshire
Inspection number	854652
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 13
Total number of places	6
Number of children on roll	21
Name of provider	
Date of previous inspection	19 August 2009
Telephone number	

The childminder was registered in 1995 and lives in Maesbrook, Shropshire. Alongside her childminding practice, she is also registered to provide childcare on domestic premises. She operates all year round from 6.30am to 8pm, Monday to Sunday, except for bank holidays. The childminder also provides overnight care. The childminder holds Early Years Professional status. She works with six assistants. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

