

# Childminder Report

**Inspection date**

9 December 2015

Previous inspection date

9 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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's very strong understanding of the Early Years Foundation Stage, and her attention to meeting children's needs, is exemplary. She continually strives to improve her excellent practice, for example, by attending training to better support children with additional needs.
- The quality of teaching is inspirational. The well-qualified and experienced childminder provides an exceptional range of learning experiences for children. Children have great fun and are fully engaged in their learning.
- Children flourish in the childminder's extremely nurturing and welcoming home. The highly positive care and attention from the childminder support their social and emotional development exceptionally well.
- The childminder's systems for assessing children's levels of development are insightful and meticulous. She uses her very strong understanding of child development to superbly plan for children's individual needs, ensuring all children make excellent progress from their starting points.
- The childminder expertly supports children's early reading skills through a wide range of exciting activities, which very effectively develops their literacy skills.

## What the setting needs to do to improve further

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

- extend the range of opportunities for children to explore shape, space and measure.

### Inspection activities

- The inspector observed the childminder engaged in activities with the children.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at a range of the childminder's policies and procedures and children's records.
- The inspector took account of the views of parents in written comments and questionnaires.

### Inspector

Margaret Baird

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Safeguarding is effective. The childminder follows excellent policies and procedures to ensure she very securely understands child protection issues and the procedures to follow should she have a concern. The childminder's very close partnerships with parents benefit children enormously. Parents receive very detailed information about their children's learning. The childminder's excellent communication about the activities that address children's next steps in learning very successfully helps parents to reinforce the learning at home. The childminder monitors children's learning closely and highly effectively. This ensures that she plans targeted activities that close any gaps in their progress. There are excellent relationships with other providers and local schools that enable the childminder to meet children's needs exceptionally well.

### **Quality of teaching, learning and assessment is outstanding**

The childminder expertly uses resources and activities which inspire and excite children, promoting their learning exceptionally well. For example, objects in a song bag superbly captivate children's attention. They use them to act out familiar rhymes and, with the childminder's exceptional interaction and encouragement, they improve their skills in all areas of the curriculum during this one activity, have great fun and develop a love of learning. The childminder's positive and sensitive interactions during all activities very effectively support children's communication and language skills. Children become very confident, self-assured and develop the essential skills for future learning and starting school. They learn to count and recognise numbers very confidently during activities and routines; however, there are fewer opportunities for them to explore shape, space and measure.

### **Personal development, behaviour and welfare are outstanding**

The extremely attentive and caring childminder is an excellent role model. Children behave with much respect and consideration towards their friends and learn very quickly to take turns and share resources. Children thoroughly enjoy nutritious, home-cooked meals with the childminder. She shares her recipes with parents, which very successfully involves them in promoting children's awareness of healthy eating. The childminder plans excellent visits and outings to promote children's understanding of nature and the world around them. They visit farms to see sheep shearing, and find out about different animals. Children develop excellent agility and control of their bodies when outdoors to develop their very strong physical skills.

### **Outcomes for children are outstanding**

All children are very active and curious learners, and thoroughly enjoy learning. They gain excellent skills necessary for starting school, and move on confidently.

## Setting details

<b>Unique reference number</b>	EY367273
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	827840
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 December 2011
<b>Telephone number</b>	

The childminder registered in 2008 and lives in Plympton, Devon. She operates from 7am until 6pm throughout the year. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a childcare qualification at level 3.

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.

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