

# Childminder Report

## Inspection date

9 February 2016

Previous inspection date

12 November 2010

<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 makes sure that the new qualifications, ideas and skills gained by her and her assistant are used effectively, so that the quality of teaching constantly improves and her exceptional high standards of service are maintained.
- The childminder's evaluation methods work effectively to evaluate the learning experiences. Children delight in using an extensive range of exciting resources in highly stimulating environments. They enjoy using the sensory room to relax.
- The childminder has a highly effective system for monitoring the quality of teaching and the progress that children make. She quickly identifies children that require some additional help and works with other professionals to help them to catch up quickly.
- The childminder and her assistant have excellent relationships with the children. They demonstrate an extensive knowledge of the children's preferences, dislikes and needs. Children are secure, very confident and are thriving in the setting.
- The adults extend children's learning successfully. Children make excellent progress and exceed the milestones expected for their age.
- The childminder and her assistant have excellent partnerships with parents and other professionals. Parents are thoroughly involved in their children's learning.

## What the setting needs to do to improve further

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

- take every opportunity to continue to expand partnership working.

### Inspection activities

- The inspector observed activities in the setting, both inside and outside.
- The inspector looked at children's records, planning documents, policies and procedures.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector took account of the parents' views through written feedback provided on the day of inspection.

### Inspector

Karen Peters-Amphlett

## Inspection findings

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

The childminder reflects on her practice extremely well and strives constantly to improve. She skilfully supports her assistant to improve her practice through effective coaching and mentoring. They introduce new ways of working successfully to improve the outcomes for children. For example, they now use a self-registration board to promote children's early reading skills. The childminder has very high expectations of herself and her assistant. There is an exceptional method for the induction and supervision of staff. The regular reviews when assistants start help them to achieve their potential and ensure that teaching standards are consistent and exceptionally high. Safeguarding is effective. The adults implement procedures to protect children's welfare and have a comprehensive knowledge of how to keep children safe. The adults meticulously track children's skills and precisely evaluate their progress to narrow gaps in children's development.

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

The childminder and her assistant plan exciting activities to spark the children's imaginations and their learning. The adults use technology skilfully to extend the children's learning. For example, children made their own musical instruments using recycled items after watching a video clip, which inspired their creativity. The childminder and her assistant skilfully help children to learn early mathematical and literacy skills. For example, they encourage children to count through using number boxes, and teach them how to recognise letters using letter-and-sound boxes. The childminder and her assistant make excellent assessments of the children's learning. They place a particular focus on early mathematics and language skills. However, there is room to develop the current system of sharing information about children's progress with other early years providers.

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

Children have extremely close bonds with both the childminder and her assistant. Children are happy, self-assured and thrive in their care. Children settle rapidly into the setting due to a robust settling-in period which includes, for example, home visits. The childminder and her assistant are excellent role models for the children; for example, they treat each other with mutual respect and are polite. Children learn to make healthy choices that contribute to a healthy lifestyle effectively, for example, as they choose their own healthy sandwich fillings and fruits.

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

Children leave the childminder's care well prepared for school; they excel in their early reading and mathematical skills. Children behave exceptionally well. They listen to each other, and show mutual respect for one another. Children become independent learners and enjoy selecting their own resources.

## Setting details

<b>Unique reference number</b>	107797
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	824848
<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 - 7
<b>Total number of places</b>	9
<b>Number of children on roll</b>	16
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 November 2010
<b>Telephone number</b>	

The childminder registered in 1999. She lives in Prestwood, Buckinghamshire and her service is open from 7.30am to 7pm on weekdays throughout the year. The childminder can receive funding to provide free early education. She has gained Early Years Professional Status.

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