

# Childminder Report

**Inspection date**

24 February 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
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 is a highly skilled and qualified teacher with a wealth of early years experience in different settings. She effectively uses a wide range of training courses, network meetings and research to continually build on her skills and knowledge.
- The childminder's monitoring of children's progress is meticulous. She regularly completes in-depth assessments, so that she can swiftly identify and close any gaps in learning. Children are provided with rich and inspiring high-quality learning experiences. The childminder builds on what children already know and tailors planned activities to challenge and advance their individual learning needs.
- The environments indoors and outdoors are highly stimulating. They are well resourced, exciting and vibrant. Children are highly motivated to learn as they choose from a wide range of both adult-led and child-initiated experiences. This helps support children's all-round development and they learn extremely well.
- Partnerships with parents are firmly established from the start. They actively contribute to the initial and ongoing assessments of their children's development. The childminder shares information, activities and resources to support their learning at home.
- Children are extremely happy and very confident individuals. They share exceptionally strong attachments with the childminder who is caring and sensitive to children's individual needs. She is an exceptional role model.
- Children's social skills are very well promoted. They take part in a wide range of activities and playgroups in the local community. Children develop new skills and an understanding of the wider world.
- Children's safety is a priority. The childminder meticulously assesses potential risks within the home, garden and on outings and takes steps to minimise them. Children follow rules and take manageable risks as they learn how to keep themselves safe.

## What the setting needs to do to improve further

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

- enhance the already excellent transition procedures and provide even more information for other settings that further supports continuity in learning for all children.

### Inspection activities

- The inspector looked at those parts of the childminder's home used for the care of children.
- The inspector observed the quality of teaching during activities indoors and outdoors. The inspector discussed the learning that was taking place with the childminder and assessed the impact this has on children's learning.
- The inspector looked at a range of documentation, including the childminder's self-evaluation, policies and procedures. She also looked at children's learning and assessment records.
- The inspector looked at evidence of suitability checks for the adults living on the premises.
- The inspector took into account the written views of parents as recorded in questionnaires.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder is highly motivated, enthusiastic and dedicated to providing children with excellent care and education. Self-evaluation is used exceptionally well to target areas for improvement, building on the childminder's extensive professional knowledge and experience. The childminder gathers the views of parents and children and uses them to continually enhance her high-quality service. The arrangements for safeguarding are effective. The childminder is extremely knowledgeable about the procedures to safeguard children. She has clear policies and procedures to follow should concerns arise. The childminder builds highly effective relationships with other settings children attend. She has not yet considered different ways to share more information with these other settings.

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

The quality of teaching is excellent. The childminder has very high expectations of what each child can achieve and a deep understanding of how children learn. Her regular, precise assessments based on high-quality observations enable her to sharply focus on the individual needs of each child. The childminder makes children's learning fun as they enthusiastically join in with a story using musical instruments to produce sound effects. Children retell the story, discuss the character's emotions and begin to learn about empathy. They are helped to develop their ability to link sounds to letters as they sing along to songs and pictures using a programme on the computer. Children have a superb range of opportunities to develop their knowledge and understanding. For example, they explore a wide range of silver objects and materials using their senses and the childminder helps them to increase their vocabulary. Children scoop toy bears of different sizes out of a, 'Muddy, chocolaty' mixture using spoons and tweezers. They sort them according to size and colour. The childminder introduces descriptive words to children as she plays alongside them, using magnifying glasses to look closely at the thick, dripping mixture.

### Personal development, behaviour and welfare are outstanding

Children receive lots of praise and encouragement, as well as excellent levels of the childminder's attention and interaction. This helps to build high levels of confidence and self-esteem. The childminder is very skilled in managing children's behaviour. Children are very well behaved with impeccable manners. Children become independent in attending to their own personal hygiene needs with minimal assistance and develop excellent self-care skills. Their health is astutely promoted with nutritious home-cooked meals, exercise and outdoor play. Children help the childminder to wash the fruit for snack and make their own fruit kebabs. Their learning is further extended as they smell the pineapple and compare the weights of the grapes and the melon.

### Outcomes for children are outstanding

All children, including those who receive funded early education, make excellent progress from their starting points. They are highly motivated and eager to join in with a wide range of activities. Children are developing exceptional language and communication skills and are extremely well prepared for the next stage in learning. There is an entirely collaborative approach with parents to achieve excellent outcomes for children.

## Setting details

<b>Unique reference number</b>	EY477675
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	975939
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Stafford. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds Qualified Teacher Status.

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