

# Childminder Report

**Inspection date**

8 January 2016

Previous inspection date

17 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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 and assistant's teaching is of excellent quality. Their enthusiasm and passion for working with children are infectious. Children flourish and make excellent progress in readiness for their eventual move to school.
- Innovative play activities and experiences are planned around children's individual learning needs and interests. This means that children are excited and motivated to learn.
- The childminder spends time building trusting relationships with children. As a result, children feel very secure and settle quickly.
- Children learn about their local community and the wider world through extremely well-organised outings and activities.
- The childminder liaises extremely well with other settings attended by the children, to consistently monitor and enhance their overall learning and development.
- The childminder's and her assistant's professional development is precisely targeted to develop their knowledge, skills and understanding. This has an extremely positive impact on children's learning and development.
- The childminder rigorously monitors the progress children are making in their development. She quickly identifies where there are gaps in their learning, so appropriate strategies are put in place to support all children to achieve the best of their ability.
- The childminder's evaluation of her setting is rigorous and highly comprehensive. She identifies key priorities for improvement and takes swift action to enhance all aspects of her provision.

## What the setting needs to do to improve further

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

- continue to strengthen the support given to parents, to encourage them to share as much information as possible about what children are achieving at home.

### Inspection activities

- The inspector looked at the areas of the home used for childminding.
- The inspector reviewed evidence of the suitability of the childminder and her assistant.
- The inspector took into account the views of parents.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder. The inspector also observed activities and care routines.
- The inspector sampled documents, including policies, procedures and children's learning records.

### Inspector

Tracy Hopkins

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Arrangements for safeguarding are effective. The childminder identifies and successfully minimises potential risks. She has a secure knowledge of the signs and symptoms of abuse and of her responsibilities to protect children. This helps to ensure that children are fully safeguarded. The childminder is well qualified and her exceptional skills and knowledge are widely recognised. For example, a local college draws on her experience to support students studying for early years qualifications. Partnerships with parents are exemplary. The childminder involves the parents in her setting, sharing their individual skills to enrich the experiences for children. Parents speak very highly of the childminder and her assistant. This collaborative and cohesive approach is used very successfully to build fully on children's learning. The childminder recognises that there are opportunities to support parents even more effectively to share information with her about what children are learning at home. She uses this information very well to inform her assessments of children's progress and the planning of activities that build further on what children already know and can do.

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

The childminder completes precise and detailed observations of the children as they play. She makes sure she gains a comprehensive knowledge of each child and their family. She uses this to plan precisely for children's next steps in learning, enabling them to make rapid progress. Children have ample opportunities to choose from the highly stimulating resources to support their play and learning. The childminder promotes their independence and allows them to steer their own play. A large tray filled with different textured materials and small toys captivates the children. Young children explore and investigate using their senses. Older children are encouraged to develop their coordination as they fill diggers and pour with them. The childminder skilfully adapts her outstanding teaching to suit the ages and needs of all children. The activities provided for the children are innovative, creative, and precisely focused on supporting their next steps in learning.

### Personal development, behaviour and welfare are outstanding

Children develop independence in their personal care and hygiene through highly effective daily routines. Older children's involvement in developing house rules promotes awareness of respect and good regard for themselves and others. Children enjoy fresh air and exercise. The newly renovated garden area has been developed to fully promote all areas of learning. Children learn about keeping safe because the childminder explains possible hazards to them. They develop social skills by attending various community groups, building relationships with other children and adults.

### Outcomes for children are outstanding

Children are exceptionally well motivated and eager to learn. They make outstanding progress in relation to their starting points. Children are very rapidly developing the skills they need for the next stage in their learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	260239
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	864630
<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 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 October 2011
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Sutton-in-Ashfield, Nottinghamshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She works with her husband who is her assistant.

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