

# Childminder Report

## Inspection date

8 April 2016

Previous inspection date

10 March 2011

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 builds excellent relationships with parents and involves them fully in their children's learning and development from the beginning and throughout the whole of their time in the setting.
- Children form exceptionally strong attachments to the childminder, her family and her apprentice. These strong relationships help children to feel safe and secure and they grow in confidence and self-assurance.
- The childminder is highly qualified. She uses the skills and knowledge she has gained through her qualifications and numerous training courses attended to achieve highly successful outcomes for the children in her care.
- Children are highly motivated, eager to explore and develop an excellent enthusiasm for learning. The childminder provides an exceptional range of high-quality learning experiences for the children, inside and outside of her setting.
- The childminder has extremely high expectations of all children, including children who have special educational needs or disability, and they make outstanding progress in their learning and development.
- The childminder is extremely swift to identify any gaps in children's learning. She works exceedingly well in partnership with parents to establish early interventions from external agencies to ensure all children receive the best possible outcomes.
- The childminder is an exceptional role model to her apprentice. She offers robust supervision and immediate and highly effective feedback. This has a positive impact on the consistently high quality of teaching within the setting.
- The childminder's self-evaluation is exemplary. She seeks the views of parents, children, other adults in the setting and external professionals to drive continuous improvement.

## What the setting needs to do to improve further

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

- evaluate the impact of the proposed revision to the way in which children's progress and achievement is tracked.

### 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 carried out a joint observation of an activity with the childminder.
- The inspector held a meeting with the childminder, spoke to her apprentice, co-childminder and children throughout the day.
- The inspector looked at relevant documentation, such as the setting's self-evaluation, suitability records, risk assessments and policies and procedures.
- The inspector took account of the views of parents by speaking with some of them during the inspection.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder is exceedingly well organised and manages her setting efficiently. She works highly effectively in partnership with her co-childminder, the apprentice and the assistant. Safeguarding is effective. The childminder ensures that they all know what to do if there is a concern about a child in their care. She promotes a shared commitment towards delivering exceptional standards of care and learning for children. She ensures that robust recruitment procedures mean that all adults who work with children in the setting are suitable to do so. The childminder works exceedingly well in partnership with other professionals involved in children's learning and development. This ensures that all children receive consistency and continuity in their learning. The childminder is currently planning a review of the ways in which the progress of different children is tracked.

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

The childminder uses her observations of children's play to accurately assess their level of development. She provides exceptionally motivating and challenging activities and experiences that successfully promote their learning. For example, children thoroughly enjoy exploring how a mixture of paint and detergent can be transformed into a work of art. They learn more about the world as the childminder links their activity to a previous visit from reptiles to their setting. They learn new vocabulary and use technology to find out more about the animals. Children are excellent talkers and they use their imagination to create their own play activities. Children learn about mathematics, for example, when they explore a tray of pompoms. They identify the colours and count them, sorting them into big and small. Children are active learners. They have excellent opportunities to develop their physical skills as they climb the apparatus in the childminder's garden.

### Personal development, behaviour and welfare are outstanding

The childminder provides an extremely warm, welcoming and enabling environment where children feel free to explore and investigate in safety. Children are curious and imaginative. They benefit from daily exercise in the childminder's garden where they can pretend to cook dinner in the mud kitchen. Children learn exceptional skills of independence; they make their own choices and learn to share and cooperate with each other. They are fully involved in the preparation of their own food for snacks and mealtimes. The childminder teaches them about the benefits of a healthy lifestyle and they learn about foods that are good for their health. Children learn to treat people with equal regard. For example, when children insist that only boys can be farmers, the childminder reminds them of a female farmer they met on a previous outing. Children learn about the beliefs and customs of others and they learn to respect differences.

### Outcomes for children are outstanding

Children make outstanding progress in their learning. An extensive variety of books is freely available for children of all ages to choose, indoors and outdoors and they take trips to the library. This helps children to develop a strong interest in books and reading. Children discover that words have a meaning and this helps them to develop skills they need for the next stage in their learning and school.

## Setting details

<b>Unique reference number</b>	EY262492
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	848441
<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>	1 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	25
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 March 2011
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Grays, Essex. The childminder operates from 7am until 6.30pm, Monday to Friday. She works with her husband who is also a registered childminder, her daughter who occasionally works as an assistant and with an apprentice. The childminder holds Early Years Professional Status. She receives early education funding for two-, three- and four-year-old children and funding to support children who have special educational needs or disability.

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