

Childminder Report

Inspection date

11 April 2016

Previous inspection date

17 May 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 demonstrates an unmistakeable drive and ambition to provide care and education of the very highest quality. She has an extremely strong understanding of how children learn. This means that children have time and space to think and explore in the well organised and inviting provision.
- The childminder uses her knowledge and experience to support and guide her co-childminder. As a result of her strong leadership, he has made excellent progress in improving his childminding provision.
- The childminder works in close partnership with her co-childminder. Their teamwork is superb. They unfailingly model respectful, caring and cooperative behaviour. Therefore, children learn to listen to each other. They learn to consider and value ideas and views that are different from their own.
- The childminder establishes close, positive working relationships with parents from the outset. She works with them to establish starting points for children's learning. She regularly shares information with parents about children's progress. She provides parents with interesting ideas and individual support that help them to continue their children's learning at home.
- The childminder makes accurate assessments of children's learning. She sets measurable and challenging targets for what they need to learn next. She skilfully incorporates children's targets for learning into a varied programme of adult-led and child-initiated activities.
- The childminder encourages children to be adventurous and to test their developing physical skills to the limit. Babies who are determined to walk and climb are safely supervised and supported. The childminder praises their efforts and achievements and so children want to keep trying.

What the setting needs to do to improve further

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

- review the implementation of new strategies for checking the quality of teaching and evaluate the impact on children's learning.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. The inspector assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of her suitability to work with children.
- The inspector took account of the views of parents and carers.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder uses what she knows about her provision to set out focused action plans for improvement. She closely monitors and evaluates progress towards the targets she identifies. The childminder is currently evaluating the way that she checks the quality of her teaching. This is to help her implement improvements in teaching so that the rate of children's progress increases. The well-qualified childminder is wholly committed to continuing her professional development. She regularly attends training that has a very positive impact on children's learning. For example, she attended training about designing learning environments that help promote children's communication. She reviewed and improved the organisation of the play areas and children now have even more opportunities to speak and listen. In addition, the childminder readily shares information and training with other early years practitioners through professional networking and online forums. Arrangements for safeguarding are effective. The childminder understands changes to requirements and quickly incorporates them into her daily practice.

Quality of teaching, learning and assessment is outstanding

Teaching is excellent and children make very swift progress. The childminder sensitively encourages children to think deeply and take the next step in their learning. For example, she reads a book with children of different ages. Older children focus on following the rhythm in the text and finding words that rhyme. Younger children respond to simple questions that require them to look closely at the pictures. The childminder reads the book expressively and skilfully. This catches the interest of babies playing nearby. The childminder checks children's progress closely. She responds promptly, in partnership with parents and other professionals, to any concerns she has about children's development.

Personal development, behaviour and welfare are outstanding

Children form close and very trusting relationships with the childminder. They learn to follow well-established rules and routines that keep them safe and guide their behaviour. Children eat healthy and nutritious food, and learn to prepare it skilfully and safely. The childminder teaches children about similarities and differences between themselves and others. She creates high-quality resources that prompt rich conversation about people and the wider world. Children become confident and self-motivated learners. Resources are used extremely effectively to promote children's enthusiastic learning.

Outcomes for children are outstanding

All children acquire the knowledge and key skills that prepare them extremely well for starting school. They understand the reasons for the childminder's rules and begin to regulate their own behaviour. They are kind and helpful. Children understand how to make healthy choices in their diet. They know that sounds and letters link and that print carries meaning. Children write their names, forming the letters correctly and confidently. They can count, recognise numbers, calculate and measure. They know how to sit in a social group for activities and mealtimes. They can catch, throw and roll balls with increasing skill. Children preparing to start school use the toilet independently and know that they must always wash their hands.

Setting details

Unique reference number	304394
Local authority	Cheshire East
Inspection number	855066
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	17 May 2011
Telephone number	

The childminder was registered in 1994 and lives in Knutsford. She works alongside a co-childminder. Her provision operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

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