

# Childminder Report

**Inspection date**

19 April 2016

Previous inspection date

27 January 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 highly qualified and experienced childminder has very high expectations of what all children can achieve. She is committed to her role and focuses on fulfilling the needs of every child. The childminder is exceedingly effective in enabling children to make rapid progress in their learning and development, in readiness for school.
- Children develop an excellent understanding of the world around them. The childminder provides children with many exciting opportunities to learn about nature and the local environment. For example, they plant seeds with the childminder and take part in Forest School activities in the local community.
- Highly positive and trusting partnerships are established with parents. The childminder keeps parents very well informed of their children's progress. She effectively supports parents to extend their children's learning at home.
- The childminder is extremely caring and is highly responsive to the individual needs of the children and their families. Parents hold the childminder in very high regard and comment how their children are extremely happy to attend.
- The childminder provides an extremely relaxed and homely environment. Children demonstrate that they feel very safe and secure. They are very confident and show a strong sense of belonging. They know where to find their favourite toys and make many independent decisions about their play.
- The childminder is an excellent role model and demonstrates kindness and respect to the children. She encourages children of all ages to share and take turns with popular toys and resources. Children develop excellent social skills.
- The childminder forms highly successful partnerships with other professionals, such as the local school. She is proactive in sharing information to consistently promote continuity of care and learning.

## 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 practice by continuing to access a wide range of opportunities to extend professional skills and knowledge, to sustain the best possible outcomes for children.

### 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 held discussions with the childminder at appropriate times throughout the inspection and carried out a focused observation.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- The inspector looked at a range of records, including records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector looked at written testimonials from parents.

### Inspector

Karen Harris

## Inspection findings

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

Safeguarding is effective. The childminder fully understands her responsibility to protect children and is alert to the signs of possible abuse. Children's safety is a high priority for the childminder. Risk assessments and daily checks of her premises are very thorough and robust, effectively promoting children's safety. Children are closely supervised at all times. The childminder is extremely dedicated and committed to continually maintaining excellence in all areas. She welcomes the views of parents and children. The childminder meticulously monitors all aspects of her provision, leading to exceptional practice and continuous improvement. She recognises the need to embrace additional professional development opportunities to help maintain the outstanding standard of her provision.

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

The childminder shows an in-depth understanding of how children learn through play. She knows the children incredibly well. She continues to build on their skills and interests to achieve excellent levels of engagement in activities. The childminder provides an exceptionally well-resourced environment and arranges it superbly for the needs of the children. She is very skilled in seizing every possible opportunity to extend and build on children's learning. The childminder expertly questions them so they have time to think about the answers to questions and reflect on their experiences. She carries out regular observations and accurately assesses children's progress. She very swiftly identifies areas where children need more support. The childminder works exceedingly well with parents to put consistent approaches in place. Any gaps in their development close rapidly.

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

The childminder obtains a wealth of information from parents when children first start. This enables her to provide continuity of care. The childminder keeps a very effective flow of information with parents, so she always knows exactly what children need. This promotes their emotional well-being, intuitively and accurately. Children are exceptionally happy and settled. They listen and respond superbly to instructions from the childminder. Children are exceptionally well behaved. They develop superb physical skills as they explore the very well-equipped garden. Children take manageable risks during their play. This enables them to be aware of their own limits, and learn how to keep themselves safe. Children have healthy snacks, in a relaxed and social atmosphere. The childminder effectively supports children's understanding of their similarities and differences, and of people and countries beyond their own experiences.

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

Children make exceptional progress in readiness for school. They have many opportunities to count and identify numbers in their environment. Children's early writing skills are developing extremely well. They are willing learners who communicate very well with their peers and adults. Children lead and build on their own learning with high levels of confidence. They learn to take responsibility and become independent from a young age, such as collecting their coat and putting on their own shoes before going outside. All children make outstanding progress given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	251114
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	854767
<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>	6
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27 January 2010
<b>Telephone number</b>	

The childminder was registered in 1986 and lives in Bury St. Edmunds, Suffolk. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

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