

Childminder Report

Inspection date

28 April 2016

Previous inspection date

27 August 2009

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 works closely with her assistants to make sure the educational programmes are closely monitored. She ensures that detailed information about what children already know and can do is concisely identified. This actively contributes to making sure the planning for children's learning is precise and supports their rapid progress.
- The childminder and her assistants demonstrate an excellent level of knowledge about how children learn and develop. They have high expectations for all children. The childminder makes sure that they foster optimal levels of challenge during children's various activities.
- Partnerships with parents are exemplary. The childminder skilfully encourages parents' confidence in supporting their child's learning at home. This is effectively encouraged through the two-way exchange of a wealth of information each day. It also includes supporting parents' awareness of how their child learns best through interaction and play.
- Partnerships with other providers and professionals involved in children's care and learning are excellent. This helps to make sure there are high levels of consistency and continuity between all parties. Children's readiness for school is exceptionally well promoted.
- Children are provided with a warm and caring environment where they demonstrate high levels of emotional attachment with the adults caring for them. This helps children to settle quickly and develop strong friendships with others. Furthermore, children behave well, are encouraged to develop their good manners and be respectful and kind to one another.

What the setting needs to do to improve further

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

- continue to focus professional development on maintaining the excellent teaching skills, and also maintaining the outstanding outcomes achieved for all 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 completed a joint review of an activity with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of all persons living or working at the setting.
- The inspector took account of parents' written comments about the service provided.
- The inspector spoke to the assistants and the children during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. All adults keep their child protection training updated. This, and robust risk assessments, enable them to effectively keep children safe and well. The childminder is an excellent role model for her assistants. She makes sure that they receive regular effective coaching and support, including time to talk confidentially about anything that may concern them. The childminder includes the views of the assistants, parents and children in the self-evaluation process. She has identified the potential to extend the programme for the professional development of her assistants. This is in order to enhance their already excellent knowledge, so that all children's progress continues to be rapid.

Quality of teaching, learning and assessment is outstanding

Children are provided with excellent opportunities to use their senses as they learn about the natural world. They observe tadpoles as they grow and change over time into frogs, releasing them into their local pond. Following their interest in wildlife, children observe caterpillars as they change over time into butterflies, looking on in awe as they release them to fly away in the garden. This fosters children's excellent levels of empathy for living things. Children demonstrate high levels of engagement and enthusiasm as they explore and investigate the mud kitchen. Here, they use a range of tools and media to make their own potions. During such times, the childminder and her assistants use their excellent questioning techniques to support children's thinking and encourage their imagination and communication skills. The childminder and her assistants foster children's literacy skills exceptionally well. Children listen and concentrate well during story time and ask questions and predict what happens next. The childminder and her assistants support children's interest in mathematics exceptionally well. Children use a range of toys and resources to explore comparisons, similarities in size and shape. They enjoy counting toys as they line them up on the floor. Furthermore, the childminder and her assistants make sure that children's interests are meticulously included in the planning. This, and ongoing observations, helps them to identify precise next steps in children's developmental progression.

Personal development, behaviour and welfare are outstanding

Children develop an excellent awareness about a healthy lifestyle. They spend much of their time in the garden being physically active. Here, they chase their friends round in the fresh air and take manageable risks as they use a range of challenging equipment. Children learn about a healthy diet as they plant, grow and harvest their own fruit and vegetables and talk about this during snack times.

Outcomes for children are outstanding

Children are enthusiastic and highly engaged as they demonstrate high levels of self-confidence and take pride in what they are doing. They develop excellent independence skills. Children make continual choices throughout the day about what they want to do and where they want to play. This fosters their can-do attitude to learning. Consequently, all children, including those in receipt of funding for early education, make rapid progress.

Setting details

Unique reference number	223915
Local authority	Shropshire
Inspection number	854656
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	18
Number of children on roll	12
Name of provider	
Date of previous inspection	27 August 2009
Telephone number	

The childminder was registered in 2000 and lives in Shrewsbury. She operates from 7.30am to 6pm Monday to Friday all year round, except for bank holidays and family holidays. The childminder works with up to two assistants. She holds an early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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