

Childminder Report

Inspection date

17 May 2016

Previous inspection date

16 March 2010

| 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's exceptional care practices contribute to children being very highly motivated. She has high expectations of children's behaviour and they quickly learn to manage this independently. Children demonstrate excellent cooperative skills.
- The childminder places a consistently strong emphasis on promoting children's communication skills. Children's strong speaking skills underpin their excellent progress towards their next steps in learning. The childminder has exceptionally high expectations for their progress in all areas of learning.
- The childminder provides a wealth of opportunities for children to recall or evaluate information and solve problems. Children make exceptional progress in developing the skills needed for school, especially the skills needed to learn to read and write.
- Partnerships with parents are superb. They provide many observations of their children's learning and regularly contribute their views about what their children need to learn next. They offer resources to help enrich children's learning and help them to engage with activities provided by the childminder.
- The childminder has strong, long-established links with other settings that children attend or move to. This contributes to highly effective continuity in their progress, especially in literacy and numeracy. The childminder's effective partnerships help in activities where children learn about the natural world and where some foods come from.
- The childminder shows an exceptional commitment to updating the skills and knowledge gained from her experience and qualifications to further enhance her practice.

What the setting needs to do to improve further

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

- continue to build on the highly effective evaluation of practice and maintain the outstanding quality of provision.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation related to the provision for children's welfare and learning, along with evidence of checks on the suitability of those living on the premises.
- The inspector and the childminder discussed how the childminder reflects on her provision in order to bring about continuous improvement.
- The inspector looked at documents provided by parents to gain their views of the setting. The inspector spoke to children at appropriate times during the inspection.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder regularly updates her exceptionally wide knowledge of the forms and signs of possible abuse and how to report any concerns. She is considering how to continually build on her excellent evaluative skills, as well as making frequent use of the views of children and their parents. The childminder's partnerships help her to maintain opportunities to access a rich, vibrant range of activities for the children in her care. Children learn to grow vegetables in the childminder group allotment and enjoy meeting visitors from many local agencies, including the police. The childminder's determination to further enhance her quality of provision contributes to herself and other practitioners having better access to resources, training and advice. She arranges for speech therapy professionals to provide training sessions for herself and others, enhancing her support for children's learning.

Quality of teaching, learning and assessment is outstanding

The systems for monitoring children's progress in all areas of learning are highly meticulous. These include a wealth of checks on how well they are developing social communication skills. This highly detailed assessment underpins the exceptionally precise levels of challenge provided by the childminder for individual children's needs. The childminder's teaching is highly skilled and children demonstrate an exceptional knowledge of words and numbers. Pre-school age children quickly learn to recognise and write letters. They learn to write the correct letters that match more-complex sounds like 'th'. The childminder provides excellent support for children to perform simple calculations, such as two more or one less. Children have rich opportunities to gain a positive awareness of the similarities they share with others, as well as respecting any differences.

Personal development, behaviour and welfare are outstanding

Children demonstrate an excellent knowledge of the hygiene routines that promote their good health and why these are important. They have many opportunities to learn through the childminder's highly effective use of daily events. Children recall colour names and practise counting while they help to prepare foods and gather utensils for lunchtime. The childminder makes excellent use of opportunities for children to develop independence skills. Children are keen to prepare their own fruit and go immediately to wash their hands before snacks. They learn how some foods are important for their good health, such as which foods contain minerals that help their bones to grow. Children enjoy listening to each other's heart sounds before and after exercise, using stethoscopes, to learn about some of the effects of this on their bodies. They learn some simple emergency procedures, such as how to put a person in the recovery position, as part of rich opportunities to gain an awareness of safety.

Outcomes for children are outstanding

Children make very rapid progress in gaining the key skills needed for their next steps in learning, including children who receive funding. They are highly confident, well-motivated thinkers and communicators. Children rapidly learn self-care skills and a strong awareness of how to manage their well-being and safety. They gain a very good respect for others.

Setting details

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|------------------------------------|---|
| Unique reference number | EY334843 |
| Local authority | Salford |
| Inspection number | 849179 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 10 |
| Total number of places | 6 |
| Number of children on roll | 22 |
| Name of registered person | |
| Date of previous inspection | 16 March 2010 |
| Telephone number | |

The childminder registered in 2006 and lives in the Cadishead area of Salford, Greater Manchester. The childminder operates from 7.30am to 6pm on weekdays all year round, excluding family holidays and bank holidays. The childminder has a relevant qualification at level 4. She provides funded early education for four-year-old children.

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