

Childminder Report

Inspection date

9 June 2016

Previous inspection date

12 October 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 is committed and passionate about her role. She works extremely closely with her assistants to drive improvements forward. They constantly reflect on their work and access an abundance of training opportunities. The childminder actively gathers the views of others to help her to continually develop and achieve excellent outcomes for children.
- Children thoroughly enjoy their time spent at this inspirational setting. They are highly confident and extremely motivated to learn. The childminder and her assistants have very high expectations of children. They provide a first-class learning environment and children enthusiastically explore and choose their own play from a remarkable range of toys and resources.
- Children have formed very close attachments to the childminder, her assistants and each other. They make strong friendships, are extremely happy and show high levels of self-esteem. Children use excellent manners, behave incredibly well and are extremely polite and respectful of each other's similarities and differences.
- The quality of teaching is outstanding. The childminder scrupulously monitors children's development. Her frequent observations and detailed assessments clearly illustrate children's rapid progress. She has an excellent understanding of each child's level of ability and expertly plans rich and interesting learning experiences. These help to extend children's skills further.
- Partnerships with parents are excellent. The childminder regularly exchanges highly detailed information about children's learning and achievements in a variety of inspiring ways. Parents are very well informed about their children's development and how they can continue to support their child's learning at home.

What the setting needs to do to improve further

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

- provide even more opportunities for children to further enhance their excellent knowledge of leading a healthy lifestyle.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector observed an activity with the assistant and completed an evaluation of this with the childminder.
- The inspector checked evidence of the suitability of the childminder and other adults working on the premises.
- The inspector looked at relevant documentation, such as evidence of qualifications, training certificates and risk assessments, and looked at a sample of the childminder's policies and procedures.
- The inspector took account of the views of parents and children from written feedback they had provided.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is outstanding

The highly qualified childminder is extremely well organised and her record keeping is meticulous. The arrangements for safeguarding are effective. The childminder and her assistants are highly vigilant in ensuring children's safety and welfare. They have an excellent understanding of how to safeguard children. The childminder thoroughly manages risks in her home, garden and on outings. She has extensive policies and procedures in place which she follows to help keep children safe at all times. The childminder diligently monitors her assistants' practice through regular, ongoing reflection and discussion. She has established excellent links with other early years settings where children also attend. The childminder shares highly detailed information about children's progress to provide consistency of learning.

Quality of teaching, learning and assessment is outstanding

The childminder displays a very good knowledge of how to make the most of all opportunities for learning. She uses skilful questioning during activities and helps children to think and recall previous learning. Children become deeply engrossed in activities and display high levels of curiosity. They are supported to develop their understanding of number, size and measurement. For example, children excitedly explore what happens when they mix oats and water together in the garden. They count spoonfuls of oats into different sized bowls. Children independently fill various sized jugs with water and pour it into the bowls of oats. The childminder uses her expert knowledge to extend the activity further. Children enjoy adding feathers and stones, learning about scientific concepts, such as sinking and floating.

Personal development, behaviour and welfare are outstanding

The childminder meticulously promotes children's self-care practices. For example, children help to apply sun cream to their skin to protect themselves from the sun's rays. The childminder takes children out on interesting and educational trips into the community, such as to the safari park, country parks and museums. This helps children to learn about the wider world. Children's health and well-being are superbly promoted. They eat healthy, freshly prepared meals, enjoy lots of fresh air and physical exercise and follow exemplary hygiene routines. The childminder is keen to provide even more opportunities to further extend children's excellent understanding of leading a healthy lifestyle. She has ideas in mind to help promote this area of development as she embarks on achieving a healthy setting award.

Outcomes for children are outstanding

All children, including those who receive funded early education, make rapid progress from their individual starting points. They are highly confident in new social situations and demonstrate superb social skills as they seek out others to share experiences. Children develop an extensive vocabulary through continuous opportunities to hear new words during discussions. Children know how to manage their own risks. For example, they remind each other to be careful when negotiating their play spaces. Children are extremely well prepared for the next stage in learning and eventual move to school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY423648 |
| Local authority | Trafford |
| Inspection number | 850125 |
| 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 | 12 |
| Number of children on roll | 10 |
| Name of registered person | |
| Date of previous inspection | 12 October 2011 |
| Telephone number | |

The childminder was registered in 2011 and lives in West Timperley, Manchester. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She works with two assistants and provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

