

Childminder Report

Inspection date

28 June 2016

Previous inspection date

12 March 2012

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

- High priority is given to achieving exemplary working relationships with parents. The childminder has introduced excellent communication links between herself and parents using a comprehensive daily diary system. This has a positive impact on children's development as parents are kept well informed about their child's learning.
- The quality of teaching is consistently outstanding. The childminder has high expectations of children and has a sharp focus on introducing new vocabulary. She uses words such as footprint, violin and wibbly-wobbly, and encourages children to use the new words in context. This helps children's excellent communication skills.
- Excellent resources, both indoors and outdoors, give children a remarkable learning environment. Children are self-confident and motivated to learn. Consequently, they make excellent progress in relation to their starting points. Children are very well prepared for their next stages of learning.
- The childminder knows children well. Her meticulous tracking and assessment systems identify any gaps in children's learning quickly. Children's next steps are incorporated into constantly challenging activities and as such, they are enthusiastic learners.
- Children's behaviour is exemplary. They have a close bond with the childminder and consideration and respect for others are fully embedded. This helps children develop excellent social skills and helps promote children's emotional well-being.
- The childminder encourages children to develop an understanding of the world they live in. The stimulating and relevant resources reflect positive images of diversity.
- The childminder has excellent relationships with other providers to make the children's move to other settings as seamless as possible. Her initiation of information-sharing meetings has helped to ensure children have the best support when starting at a new setting.

What the setting needs to do to improve further

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

- continue the process of self-evaluation and review the impact of planned changes and how this improves outcomes for children.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector completed an observation of the childminder doing an activity with children and evaluated the quality of teaching and learning.
- The inspector had discussions with the childminder and looked at relevant documentation, such as the self-evaluation.
- The inspector checked evidence of the suitability of adults in the home and the qualifications of the childminder.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Michaela Francioli

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder has an excellent knowledge and understanding of the signs and symptoms of abuse. She is constantly researching new developments and fresh ideas, keeping children interested and motivated to learn. For example, she incorporates children's interest in superheroes to help them with number recognition. The childminder has in place a robust process for continual assessment of children's development. She uses the information to inform her planning of activities that constantly challenge children's next steps in learning. The childminder encourages parental involvement continually. She encourages parents to bring photographs of their children's significant events, such as new uniforms when moving on to new settings. The two-way communication process in place helps all parents to have a thorough knowledge of their children's learning and development. The childminder has an excellent self-evaluation process in place. She is now strengthening this by looking at the positive impact on children's learning these improvements have.

Quality of teaching, learning and assessment is outstanding

Children are given time to listen, think and share their own views when reading stories with the childminder. As a result, they are thoroughly engaged in the activity. The childminder positively encourages children's creativity, for example, when they step in the water they have spilt to make footprints on the mat. Children's understanding of their surroundings is impressive. They know that houses in their community are built from bricks and not wood and are able to offer some reasons why. The childminder teaches children to write their names and develop an understanding of phonics. This has a significant impact on children's literacy skills which prepares them well for future learning. The childminder develops excellent relationships with parents, offering additional support for those children who need extra help. This helps to ensure that all children enjoy an inclusive environment in which to thrive.

Personal development, behaviour and welfare are outstanding

Children feel safe and secure and respond well to the warm and relaxed interactions with the childminder. Safety messages are thoroughly embedded and children are allowed to take risks. This helps to build their self-esteem and independence, such as when they are allowed to carry water for an activity. They do it slowly with great care and are pleased when they do it without spillage. The childminder offers praise and reassurance constantly, helping to build children's confidence and self-worth. The childminder is an excellent role model. She plays alongside children to teach them to understand how to share and wait their turn. As a result, children have a secure understanding of acceptable behaviour.

Outcomes for children are outstanding

Children make exceptional progress, particularly those children who have lower starting points. Any gaps between the attainment of individual children are closing because of early identification, intervention and robust partnerships between the childminder, parents and other agencies.

Setting details

Unique reference number	310728
Local authority	Sefton
Inspection number	855265
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	12 March 2012
Telephone number	

The childminder was registered in 1996 and lives in Ainsdale, Southport. She operates all year round, from 7am to 6.30pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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