

# Childminder Report

## Inspection date

14 July 2016

Previous inspection date

10 March 2011

<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

- Children demonstrate very high levels of self-confidence. The childminder's excellent practice promotes their development of independence and self-care skills. Care practices are exceptionally effective in promoting children's emotional and physical well-being. Children are very highly motivated to learn.
- The childminder has very high expectations for children's progress, including for learning to manage their feelings and behaviour. She demonstrates excellent practice when encouraging children to think about the consequences of possible actions and how to resolve conflict.
- All children, including those who receive early funded education, make excellent progress towards readiness for school. Children frequently have opportunities to recall previous learning and use this to think critically and to form their own predictions.
- The childminder makes exceptionally thorough evaluations of her provision and the changing needs of the children attending. She uses her reflections and the views of children to build further on the existing excellent quality of provision.
- The childminder makes highly effective use of the skills and knowledge gained from completing a relevant degree. She identifies and monitors the training needs of her assistant extremely effectively. The childminder identifies the assistant's strengths so that these can be used to benefit children's learning and well-being.
- Parents' views regularly contribute to the highly successful drive for continuous improvement. They are frequently consulted about their children's learning and have rapid access to information about their progress, contributing to the very strong continuity of approach.

## What the setting needs to do to improve further

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

- continue to refine the highly effective reflection on practice that builds on the existing excellent 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 or working on the premises.
- The inspector and the childminder discussed how the childminder reflects on her provision in order to bring about continuous improvement and develop the practice of her assistant.
- 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 has a broad and highly detailed knowledge of the possible forms of abuse and how to report any concerns to the correct authorities. The assistant also attends the same safeguarding training as the childminder to further strengthen the support for protecting children's welfare. The childminder uses her knowledge of different approaches to early years education exceptionally well to further improve her systems for observing and assessing children's learning. She demonstrates a highly secure knowledge of matters which should be notified to Ofsted, such as those that may affect her suitability to care for children. The childminder strives continually to enhance the excellent detail with which she reflects on the provision. This helps children to benefit from further improvements.

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

The childminder implements a highly meticulous approach to monitoring children's learning. This helps her to very quickly identify any emerging weaknesses and address these at the earliest opportunity. She encourages children to express their views about what they do and learn. This helps them to gain early experience of involvement in their progress. Children have excellent opportunities to learn through imaginative play, such as about hospitals. They use their emerging writing skills to write prescriptions as part of role play after the childminder provides this new vocabulary for them. The childminder makes highly effective use of the activity to sustain children's concentration and their ability to maintain a storyline. This contributes to gaining the skills needed to produce imaginative writing at school. The childminder incorporates thinking about number, shape and colour, as well as safety, whenever possible to help reinforce children's learning. The childminder provides an exciting range of activities that helps children learn a positive awareness of diversity and challenge any stereotypes.

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

Children are frequently encouraged to think of ways they can resolve any differences and show kindness to each other. The childminder sets extremely clear rules and explains carefully to children why these promote everyone's emotional and physical well-being. Children demonstrate an excellent understanding of how to manage their hygiene and explain proudly why routines such as handwashing before eating are necessary. The childminder very skilfully incorporates activities into daily routines so that children learn from these. For example, children help to prepare meals by chopping fruit, which contributes to their development of manipulative skills and their independence. The childminder uses displays of x-ray transparencies to help children recall that milk is good for their bones. Children confidently say, 'This orange is a fruit, so it is good for us'.

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

Children have excellent communication skills and make very strong progress in readiness for school. They very quickly learn self-care skills and independence. Children learn good manners and start to take responsibility for their actions. They gain an exceptional knowledge of how to keep themselves safe and healthy and respect others.

## Setting details

<b>Unique reference number</b>	EY269456
<b>Local authority</b>	Bolton
<b>Inspection number</b>	848534
<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>	0 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 March 2011
<b>Telephone number</b>	

The childminder registered in 2003 and lives in the Horwich area of Bolton, Greater Manchester. The childminder operates all year round from 7.30am to 5.30pm on weekdays, excluding personal holidays and bank holidays. The childminder has an honours degree in a relevant subject and employs an assistant who is unqualified. She provides funded early education for children aged four years old.

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