

Childminder Report

Inspection date

23 August 2016

Previous inspection date

4 March 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Satisfactory	3
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 and her assistant promote children's understanding of diversity superbly well. Parents speak particularly highly about the inclusive nature of the setting and how their children's individual culture is valued. Children develop an excellent understanding and learn to be tolerant and respect differences in people.
- The childminder and her assistant provide exciting activities for children that cover all areas of learning tremendously well. Children are highly motivated, interested and eager to learn. They flourish in this exceptionally well resourced and inspiring learning environment that ignites their curiosity and imagination.
- All children display excellent language skills. Children who speak English as an additional language are supported exceedingly well and are progressing in their speaking skills at an exceptional rate. The childminder and her assistant are especially focused in nurturing children's vocabulary and language skills.
- Children's behaviour is exemplary. Good manners, being kind and caring are highly valued and consistently promoted in this extremely welcoming environment. Older children very sensitively support younger children as they play together. All children are incredibly happy and settled in the childminder's and her assistant's care.
- The childminder displays a consistent drive for excellence. She holds a childcare qualification, is a highly reflective practitioner and constantly evaluates her setting. Parents', children's and her assistant's contributions are regularly sought and very much valued. This helps her to provide the highest-quality learning experiences for all children.
- Partnerships with parents are exceptionally strong. Parents are fully involved from the moment their children start attending and contribute significantly to their starting points in learning. This highly collaborative and shared approach continues throughout the time children attend. Parents are kept fully informed about their children's progress.

What the setting needs to do to improve further

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

- implement the plans for the garden that build further on the already superb learning opportunities and evaluate the impact of this on children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection. She also spoke to the local authority Quality Improvement Support Officer.
- The inspector checked a selection of documents, including children's records, assessments, suitability checks and training certificates.
- The inspector completed an evaluation of teaching with the childminder following a planned activity carried out by her assistant.
- The inspector discussed the childminder's self-evaluation. She took account of the views of parents spoken with during the inspection and also from written comments.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder and her assistant are trained to a high level in safeguarding children and are proactive in keeping abreast of changes to legislation. They have developed expert knowledge and implement astute procedures to keep children safe. The childminder and her assistant are advocates for children and have the very highest aspirations for them. They meticulously monitor the excellent progress that children make. The childminder provides highly focused support, appraisals and professional development opportunities for her assistant. This impacts positively in helping to sustain extremely effective teaching standards. The childminder plans to further develop her garden to extend the already excellent learning opportunities outdoors.

Quality of teaching, learning and assessment is outstanding

The childminder and her assistant display an excellent understanding of how children learn and develop. Children demonstrate an exceptional understanding as they name dinosaurs and describe their characteristics. The assistant expertly challenges children's thinking and extends their knowledge about pre-historic times and ammonites. Younger children demonstrate a love of books and listen attentively as the assistant reads stories with wonderful expression. Children are provided with extensive opportunities for imaginative play. They spontaneously make a shop and take on roles. Children show skilful use of money and they make simple calculations about the cost of the items they buy. Young children recognise familiar food packaging, demonstrating their superb understanding that print conveys meaning.

Personal development, behaviour and welfare are outstanding

Children form exceptionally close relationships with the childminder and her assistant. This effectively supports their emotional well-being. Young children are developing excellent levels of confidence and self-esteem and they socialise and play with older children. Young children manage their own self-care needs especially well. They are very independent and put on their own coat and wellington boots. The childminder and her assistant provide children with highly nutritious home-cooked meals. Children are developing a very good understanding of the benefits of leading healthy lifestyles. They have extensive opportunities to be active in the childminder's garden and during regular outings to the park. Children persist in digging big holes in the soil and work as a team to build large sand structures. Children understand the impact that healthy eating and physical activity has on their bodies. Their physical well-being is exceedingly well supported.

Outcomes for children are outstanding

Children are developing excellent literacy skills. They know how to use books and understand that non-fiction books have a contents page that helps them to find information. Older children expertly programme technological toys and demonstrate exceptional mathematical skills as they estimate the distance these will travel. All children make excellent progress. They demonstrate superb attitudes and dispositions to their learning. Children are exceptionally well prepared for the future and for starting school.

Setting details

Unique reference number	EY450761
Local authority	Calderdale
Inspection number	1042776
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	16
Name of registered person	
Date of previous inspection	4 March 2013
Telephone number	

The childminder was registered in 2012 and lives in Boothtown, Halifax. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 2. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children. Children with English as an additional language also attend.

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

