

# Childminder Report

**Inspection date**

1 September 2016

Previous inspection date

11 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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 has an extremely strong understanding of her responsibility to safeguard children. She is very confident about taking action if necessary. Very rigorous risk assessments, policies and procedures are in place and reviewed regularly. These are used extremely well to ensure that children's safety is paramount.
- The childminder works very closely with her co-childminder and assistant. Together, they constantly reflect on the quality of practice and strive to make continuous improvements. The childminder actively seeks the views of parents and children and uses their feedback when making any changes.
- Parents are wholly included in their children's development. They have daily access to the highly detailed observations and assessments the childminder makes. Parents are fully informed of what their child needs to learn next. Excellent strategies are shared to support children's learning at home, such as through homework packs.
- Partnership with other settings is superb. The childminder shares highly detailed information about children's individual development as a two-way process, for example, through transition documents, regular progress reports and daily discussions. This united approach to care and learning is exceptional.
- Children thoroughly enjoy their time spent at this inspiring setting. They show copious amounts of motivation and an eagerness to learn. All children, including those who receive extra funding and those who have special educational needs or disability, make rapid progress from their individual starting points.
- The childminder provides an outstanding environment. Children very independently explore and make decisions about their play from an excellent range of resources, both indoors and outdoors. They are exceptionally happy and settled. Children are immensely confident in new social situations and show high levels of self-esteem.

## What the setting needs to do to improve further

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

- evaluate the impact of professional development on the quality of teaching and learning and target future training to maintain the outstanding practice.

### 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 completed an evaluation of an activity 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 spoke to some parents during the inspection and viewed written feedback parents had provided, in order to take account of their views.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The well-qualified childminder is extremely professional and very well organised. She continually monitors the quality of her provision to ensure that it is consistently of a very high standard. For example, the childminder completes detailed appraisals for her assistant. Safeguarding is effective. The childminder ensures that all adults working with children thoroughly understand the stringent safeguarding procedures and are confident to report concerns. Regular training is accessed to help maintain excellent teaching practices. The childminder recognises the importance of reviewing the impact that continued professional development has on children's learning and in planning for future training. Highly effective monitoring systems are used extremely well to check the progress children make. The childminder works very closely with parents and other professionals where gaps in children's learning are identified. Timely interventions help children to catch up rapidly and gaps swiftly close.

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

The childminder knows each child extremely well and teaching is of a consistently outstanding quality. A very strong focus on promoting children's communication and language is embedded throughout the setting. For example, very skilful questions are constantly used during play to help extend children's excellent speaking and thinking skills. Children become deeply engrossed in well-planned activities and display exceptionally high levels of curiosity. Their mathematical skills are promoted very well. For example, children learn about numbers and quantity. They expertly count how many toy soldiers they need to put on scales for each side to be equal. Children excitedly explore volume and capacity using a water pump. They eagerly take turns to investigate how much water they can extract from a large tray to a smaller one. Children show extremely positive attitudes to learning and a keenness to participate.

### Personal development, behaviour and welfare are outstanding

Children form strong attachments with the childminder, co-childminder and assistant. They learn about leading very healthy lifestyles. For example, children thoroughly enjoy the daily fresh air and exercise in the garden. They dance during action rhymes and squeal with utter delight. Children learn to take age-appropriate risks and are reminded to be careful when using play equipment. The childminder takes children out on many interesting trips into the community. For example, they visit the museum and educational centres, where they learn about the wider world.

### Outcomes for children are outstanding

Children have wonderful opportunities to lead and direct their own play and develop a very strong self-awareness. They are highly actively involved in self-care practices. For example, they help to set the table at lunchtime and pour their own drinks. Children eagerly participate in preparing very healthy meals for their lunch, such as quiches. They correctly count how many children are present and work out if they have made enough for everyone to enjoy. Children make excellent progress. They are extremely well prepared for the next stage in their development and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY427630
<b>Local authority</b>	Warrington
<b>Inspection number</b>	1059910
<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>	24
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 September 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Grappenhall, Warrington. She operates all year round from 7am to 6pm, Monday to Thursday and 7am to 4pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with a co-childminder and an assistant. The childminder provides funded early education for two-, three- and four-year-old children. She supports children who have special educational needs or disability.

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