

# Childminder Report

**Inspection date**

7 September 2016

Previous inspection date

3 October 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

- Children form outstanding and extremely secure emotional bonds with the childminder, her assistant and other children. They absolutely flourish in this inspirational setting. The childminder supports children extremely sensitively as they grow in independence. They are exceptionally well prepared and emotionally ready for new situations, such as starting school.
- Partnerships with parents are superb. The childminder shares very highly detailed observations and assessments of children's progress. She keeps parents extremely well informed about what their children need to learn next. They are provided with a wealth of innovative ideas that they use to further children's learning at home. For example, through maths and literacy information packs.
- The childminder has an exceptionally clear vision of how she intends to consistently maintain the outstanding levels of her practice. Information gained from accessing highly specialist training is used scrupulously to deliver inspirational teaching and promote first-class outcomes for children.
- The childminder monitors children's progress extremely closely. She works incredibly well with other professionals and very skilfully tailors learning for all children. They receive exemplary levels of challenge for their different ages and abilities. All children, including those who have special educational needs or disability and children who receive funded education, make outstanding progress.
- Children are immensely enthusiastic and exceedingly eager to learn. They are incredibly kind and use impeccable manners. Children are extremely well behaved, share and take turns and wholly respect each other's similarities and differences. They are brimming with confidence and are electrifyingly animated when engaging in discussions with adults, sharing their very exciting experiences.

## What the setting needs to do to improve further

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

- explore ways to extend the excellent partnership working with other settings and evaluate the impact of this on children's continued learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 childminder's suitability, qualifications, training certificates, risk assessments and looked at a sample of her policies and procedures.
- The inspector checked evidence of the suitability of other adults working on the premises.
- The inspector spoke to some parents during the inspection, viewed written feedback parents had provided and took account of their views.

### Inspector

Daphne Carr

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The childminder continually reflects on and scrupulously evaluates her own practice. She strives to offer the absolute best experiences and learning opportunities for all children. The views of parents, children and her assistant are thoroughly considered in her highly critical self-evaluation process. The childminder meticulously monitors her assistant through daily supervisions to ensure that her quality of teaching is consistently outstanding. The arrangements for safeguarding are effective. The childminder has an excellent knowledge of how to protect children if she is concerned about their welfare. Very highly detailed policies, procedures and risk assessments are used extremely well to help keep children safe. The childminder has superb relationships with other settings where children also attend. She plans to strengthen these even further. The childminder recognises the importance of reviewing the impact that these partnerships have on children's continued learning.

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

The very well experienced, highly intuitive and knowledgeable childminder knows each child incredibly well. The fantastic learning environment is extremely well thought out and superbly well resourced. Children independently choose from the excellent range of toys and resources. For instance, they utterly delight in washing shells and pebbles in the inspirational garden. Children very skilfully count, sort and arrange them into lines and patterns. They place shells next to their ears and listen very carefully to the sounds they can hear. Children talk about how heavy their buckets are when full of stones. They tell the childminder, 'I am very strong' as they carry the bucket to wash their stones with friends. Children's mathematical skills are exceptionally well supported.

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

Children have a superb understanding of leading very healthy lifestyles. For example, they ardently describe how they jump and hop to music during their exciting weekly physical sessions. Children acutely understand the reasons for regular exercise and eating fresh fruit and vegetables. They practise excellent self-care skills, such as putting on their sports kits. Children know to keep themselves very safe. For example, they talk about how they must use cream to help protect their delicate skin from the sun's rays. The childminder teaches children about the diverse world and celebrates their individual cultures, such as Nowruz. She also takes children on exciting outings, for example, to educational centres.

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

Children search with extreme enthusiasm for numbers hidden in the garden. Older children very skilfully match their foam numbers with ones printed on bunting. Younger children thoroughly delight in copying counting during nappy changing routines. All children very excitedly join in with repeating phrases read from a favourite book during story time outside. They practise their excellent speaking and language skills and are very confident communicators. Children make outstanding progress from their individual starting points. They are extremely well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY444399
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	1060100
<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>	1 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 October 2012
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Whiston, Merseyside. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and supports children who have special educational needs or disability. She provides funded early education for three- and four-year-old children.

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