

Childminder Report

Inspection date

28 September 2016

Previous inspection date

27 February 2013

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

- Teaching is consistently very strong. The childminder meticulously plans activities that enthuse children and provide highly appropriate challenges. This helps her to support all children extremely well to build on what they already know and can do. They make rapid progress in their learning.
- The childminder makes astute and perceptive observations of children at play. She uses her findings to inform rigorous assessments of their learning. This helps to ensure all children are fully supported to quickly develop skills across all areas of learning.
- The childminder has a superb drive for continuous improvement. Rigorous evaluation of all aspects of her practice helps the childminder to continuously enhance her provision and build on the already excellent outcomes for children.
- Leadership is inspirational. The childminder has extremely high expectations of her assistant and also works closely with her co-minder. The arrangements for support and supervision are very robust. This helps to maintain and enhance the quality of teaching across the whole setting.
- The childminder is extremely attentive and consistently supports children's emotional well-being exceptionally well. She offers children an abundance of praise and encouragement. This contributes to the remarkable levels of confidence and self-esteem demonstrated by them.
- Children demonstrate an excellent attitude to their learning, which helps to prepare them extremely well for school. They are consistently engaged in meaningful play and are highly curious, inquisitive and enthusiastic.
- Parents are extremely happy with the care provided by the childminder. They are very much involved in their child's learning and development. They welcome advice and resources to help them to support their child more effectively at home.

What the setting needs to do to improve further

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

- continue with the planned enhancements to the excellent learning environment and evaluate the impact of these on outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations with the childminder and her co-minder.
- The inspector spoke to the childminder, her co-minder, her assistant and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability checks carried out on assistants working with her.
- The inspector spoke to a number of parents during the inspection and looked at written feedback from other parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder is qualified and experienced. She is deeply committed to continuing with her professional development, which she focuses closely on the needs of the children attending. This contributes to her capacity to continue building upon her outstanding teaching. The arrangements for safeguarding are effective. Very robust policies and procedures help to ensure that children are kept safe in her care. These help her to deal with concerns about the welfare of children appropriately and swiftly. Partnerships with parents and other professionals are well established and highly effective. This helps to provide great consistency in care and learning for children, particularly when they move on to other settings. These partnerships also contribute to the highly coordinated approach to teaching children who need extra support with some aspects of their learning.

Quality of teaching, learning and assessment is outstanding

Teaching is rich, varied, flexible and highly focused on the individual needs of the children. An excellent focus on children's developing language contributes to the remarkable progress they make. The childminder very skilfully builds upon children's interests. When children are excited to find conkers, she incorporates them into appealing activities that support their progress across all of areas of learning. For example, she encourages them to think, predict and generate ideas as they roll a variety of natural objects down a slide. The childminder expertly extends children's play to maximise their learning opportunities. For example, as children play with dolls, she introduces ideas that help her to teach them skills in mathematics and literacy.

Personal development, behaviour and welfare are outstanding

The environment is exciting, stimulating and extremely well planned to support children's learning across all areas of development. The childminder has exciting plans to extend this and enhance learning opportunities even further by adding an outdoor classroom. The childminder has a highly consistent and sensitive approach to managing behaviour. Children quickly learn right from wrong and behave exceptionally. The childminder has very high expectations. Children confidently manage their own self-care needs from a remarkably early age. This contributes to the exceptional levels of independence that help to prepare them for school. Children frequently take part in exciting outdoor activities and benefit from lots of fresh air and exercise. Meticulous menu planning ensures meals are nutritious and dietary requirements are met. This helps to promote children's physical health and well-being to the highest levels.

Outcomes for children are outstanding

All children, including those in receipt of early years funding, make excellent progress. Most are working within the range of development typical for their age and some exceed this. Children learn about words and numbers and they take part in activities linked to familiar stories. They have many opportunities to experiment with making marks and practise early writing in innovative ways. For example, they make lines and patterns as they squirt coloured water from bottles outdoors. They develop key skills in mathematics and literacy that help to prepare them extremely well for later learning in school.

Setting details

Unique reference number	EY382928
Local authority	Durham
Inspection number	1072344
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	12
Number of children on roll	16
Name of registered person	
Date of previous inspection	27 February 2013
Telephone number	

The childminder was registered in 2009 and lives in Crook. She works alongside her husband, who is also a registered childminder. She also works with an assistant. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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

