

Childminder Report

Inspection date	27 October 2016
Previous inspection date	7 February 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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 well-qualified childminder has an excellent understanding of how children learn. She uses her highly detailed observations and assessments to meticulously plan activities and experiences which successfully challenge and inspire children to learn. Children make excellent progress in their learning.
- Children form extremely warm and close relationships with the childminder. They go to her for reassurance and cuddles during their play. The childminder is an inspirational role model. She uses highly successful strategies to promote children's excellent behaviour. Children learn how to listen and are respectful to adults and each other.
- Partnerships with parents are remarkable. There is excellent communication and sharing of information about children's needs and progress. This enables parents to become highly involved in their child's welfare and learning, both at home and in the childminder's care.
- The childminder provides an exceptional range of opportunities for children to discover who they are as individuals and develop respect for themselves and others. Children quickly gain an understanding of other people, places and communities beyond their own.
- Children are developing excellent communication skills. In particular, children who speak English as an additional language are very well supported and make outstanding progress. The childminder introduces new words and asks questions that provoke children to think and express their ideas.
- The childminder pays meticulous attention to her ongoing professional development. She has acquired excellent teaching strategies to support children's learning exceptionally well. Links with other early years professionals and her co-childminder are robust. She makes excellent use of these links to continue to develop her practice to the highest level.

What the setting needs to do to improve further

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

- continue to reflect on the quality of teaching and practice, in order to build on and maintain the outstanding level of the provision.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector held discussions with the childminder. She looked at relevant documentation, including the childminder's self-evaluation and evidence of the suitability of the childminder.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is outstanding

The very experienced childminder fully understands her role and responsibility to teach children and keep them safe. The arrangements for safeguarding are effective. The childminder is fully aware of child protection procedures. She is dedicated to ongoing training and the continual improvement of her practice, to ensure children in her care achieve their very best. The childminder is passionate about the service she provides. Self-evaluation practices are very effective and include the views of children and their families. The childminder recognises the value of continually reflecting on the quality of teaching and practice, in order to maintain excellent standards. Parents compliment the childminder for her level of commitment and the support she offers them.

Quality of teaching, learning and assessment is outstanding

Each child is very carefully assessed by the childminder, working in close partnership with parents. Language for communication is developed exceptionally well. Children enjoy quality activities which encourage them to think and asks questions. The childminder provides age-appropriate narratives, enabling them to increase their developing vocabulary. She allows plenty of time for them to share their ideas, helping them to link information together and give meaning to events. Children enjoy using their senses to explore, for example, they examine piles of leaves and other natural resources. The childminder thoughtfully adds labels to encourage children to begin associating written words and names to the different objects. Outside opportunities reflect the excellent variety and high quality of those inside. This clearly enables those children who prefer to be outside to enjoy learning to the optimum.

Personal development, behaviour and welfare are outstanding

The childminder has an excellent understanding of the importance of supporting young children's emotional well-being. Those children who initially lack social skills are given outstanding support to acquire these and promote their self-esteem. The childminder's warm and enthusiastic approach makes children very eager to join in and try new experiences. She encourages children to think about their feelings and how their actions affect others. They celebrate positive behaviour. Children gain an excellent understanding of healthy lifestyles. They relish being physically active every day. They deepen their understanding of healthy eating, for example, through growing, harvesting and eating vegetables. Children learn about personal risks, such as climbing carefully.

Outcomes for children are outstanding

All children, including those in receipt of funded education, receive exemplary care and make excellent progress with their learning. They show high levels of independence and self-confidence. For example, they freely access the toys and resources that interest them to learn. Children are beginning to develop their skills in mathematics. They count and compare numbers and are starting to recognise colours, shapes and sizes. Older children know that writing conveys meaning. They thoroughly enjoy practising writing their name and proudly show their achievements to adults. Children are extremely well prepared for future learning and for school.

Setting details

Unique reference number	EY450280
Local authority	Bradford
Inspection number	1066100
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	7 February 2013
Telephone number	

The childminder was registered in 2012. She works from the home of a co-childminder, in Chellow-Dene, Bradford. She operates all year round, except for bank holidays, between Monday and Friday from 8am to 6pm. The childminder provides funded early education for three- and four-year-old children. The childminder holds an relevant early years qualification at degree level.

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