

Childminder Report

Inspection date

29 November 2016

Previous inspection date

4 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 childminder is strongly committed to providing high-quality outcomes for children. She is extremely motivated and uses training, professional networks and her own research to develop her skills. For example, training on how young children learn to manage their emotions has helped the childminder to develop excellent strategies to help them express themselves appropriately.
- Children of all ages make excellent progress in learning, relative to their starting points. The childminder's rigorous monitoring of children's progress helps her to quickly identify and address any gaps in their learning.
- The childminder uses her superb understanding of how individual children prefer to learn very effectively when planning. For example, children who prefer outdoor learning enjoy an excellent variety of activities in the garden.
- Children show, through their excellent relationships with the childminder, that they feel extremely emotionally secure. They are very confident and well behaved, with high self-esteem.
- The childminder has excellent relationships with parents, and with staff at other settings children attend. She has extremely effective, well-established systems for sharing information to get an all-round picture of children's achievements. This helps to ensure that planning for future learning is consistent.

What the setting needs to do to improve further

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

- continue to develop opportunities to challenge children's mathematical understanding even further as they learn about numbers.

Inspection activities

- The inspector observed the childminder and children engaged in learning activities indoors and outdoors.
- The inspector talked to the childminder about her self-evaluation and action plans for improvements.
- The inspector talked to children and read feedback from parents.
- The inspector reviewed required documentation including safeguarding procedures.
- The inspector spoke to the childminder about her systems to monitor children's progress in learning and assessed the effectiveness of these.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder is highly committed to make ongoing improvements to her practice. Her excellent self-evaluation helps her to rigorously monitor the impact of these on children's learning. For example, the childminder changed the way she organises creative activities to be less adult led. This had an extremely positive impact for all children, but particularly for boys who now thoroughly enjoy using an excellent range of resources to express their thoughts and ideas. Safeguarding is effective. The childminder's excellent knowledge of local safeguarding procedures is reflected in her policies and practice. She has an extremely good understanding of the action to take to help protect children from harm.

Quality of teaching, learning and assessment is outstanding

The childminder plans extremely good activities that provide excellent levels of challenge for children. For example, older children thoroughly enjoyed inventing superheroes and their special powers, and designing and making costumes to role play their ideas. The childminder links activities extremely effectively to help children build on prior learning. For example, children enjoyed a story about dinosaurs and discussed their differences and similarities. The childminder developed this further by hiding pictures of dinosaurs for children to find and identify. The childminder's support for very young children's developing speech and language is excellent. For example, she focuses very effectively on repetition of key words in different contexts to develop their understanding. The childminder is highly skilled at recognising opportunities to build on children's interest to extend their learning. For instance, she encouraged toddlers who were just starting to speak to identify and name different colours as they built towers, threaded cotton reels, and used interactive and programmable toys. Overall, children learn very well about mathematics, but have slightly fewer opportunities to learn about numbers.

Personal development, behaviour and welfare are outstanding

Children's behaviour is excellent. They listen and pay attention well, and thoroughly enjoy helping to plan activities. Children learn extremely well about their community and the wider world. For example, as they learned about American Thanksgiving, they confidently talked about things that they are thankful for. Children are highly independent and take pride in doing things for themselves. For example, very young children wash and dry their hands, firmly telling the childminder 'no' when she offers to help.

Outcomes for children are outstanding

Children develop very good skills that prepare them extremely well for the next stage in their learning including going to school. Children's social skills are excellent. They have great fun as they play and enjoy regular activities with other children to develop confidence in a larger group.

Setting details

Unique reference number	EY451478
Local authority	Somerset
Inspection number	1062896
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	5
Number of children on roll	6
Name of registered person	
Date of previous inspection	4 February 2013
Telephone number	

The childminder registered in 2012. She lives in Yeovil, Somerset. She works Monday to Friday from 7.45am to 5.30pm, throughout the year. She receives funding to provide free early education for children aged two, three and four years.

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