

# Childminder Report

<b>Inspection date</b>	22 June 2016
Previous inspection date	25 November 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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

- The quality of teaching is remarkable. The childminder is very skilled at motivating children to take the next steps in their learning and development. She skilfully uses her knowledge and a stimulating learning environment to provide high levels of challenge, supporting children to make consistently rapid progress.
- Children are superbly behaved, they show care and consideration towards each other and to adults. The childminder and assistant are especially respectful towards children and are excellent role models for positive behaviour. Children are praised in a consistent and meaningful way that increases their self-esteem and emotional well-being.
- Partnerships with parents and others are well established and highly successful. The childminder ensures that children's learning needs are fully supported through a two-way flow of communication. Parents vigorously praise the care and learning their children receive and are delighted with the progress children make.
- The childminder prioritises children's safety and well-being. Adults are alert to children's needs through keen supervision and regular risk assessments. This means that any potential hazards are successfully minimised.
- Children learn about healthy lifestyles in a variety of ways. For example, they grow fruit and vegetables, have healthy food choices and visit local allotments to learn about recycling in daily life and why this is good for the planet.
- The childminder provides fantastic support and guidance to her assistant. They work efficiently as a team and are dedicated to their work. The childminder actively promotes a programme of professional development, for example they both access regular targeted training which benefits children and enhances their excellent skills and practice further.

## What the setting needs to do to improve further

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

- continue to monitor and evaluate the impact of plans to provide children with even more exceptional opportunities to expand their understanding of diversity in the wider world.

### Inspection activities

- The inspector observed learning activities in the childminder's home and garden.
- The inspector spoke with the childminder, assistant and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector examined a selection of documentation, including self-evaluation, action plans and evidence of qualifications and suitability of household members.
- The inspector took account of the written views of parents.

### Inspector

Farzana Iqbal

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder and her assistant have an excellent understanding of the procedures to follow regarding any concerns about children's well-being. The childminder is highly organised and manages her setting proficiently. Children's needs are quickly identified and met exceptionally well at all times. She monitors children's progress effectively and sharply focuses her teaching on addressing any gaps in learning. The childminder uses insightful self-evaluation to expertly reflect on her practice and set challenging action plans for ongoing improvement. For example, she plans to amplify the exciting experiences for children to learn about diversity in the wider world. She makes excellent use of feedback from children, parents and other professionals to provide the best possible service for children and their families.

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

The childminder and assistant use their childcare qualifications and valuable experience to deliver high-quality teaching experiences that meet children's individual learning and care needs. The childminder has utilised recent training around mathematics to increase opportunities for children to develop their skills in counting and number recognition. For example, children go on a hunt in the garden to name and count their favourite dinosaurs. The childminder and assistant stay nearby to offer support and encouragement. The childminder and assistant are proficient at developing children's concentration and communication and language skills. For example, they sing action songs, read favourite stories, and sustain high-quality conversations which enhance children's learning even further. For example, while planting strawberries children learn new words, such as the roots, stems, germination and flowers on the plant. The childminder skilfully extends this activity further as they examine how the plants need water and sunlight to grow.

### Personal development, behaviour and welfare are outstanding

The childminder has established trusting and secure relationships with children, helping to promote high levels of confidence and feelings of belonging. They are very skilfully supported to share and take turns during their play and interactions with others. Children are very well informed about playing safely as they remind each other of rules not to climb and to be careful with sand and water. The childminder uses a wide range of resources that helps children learn to respect and value each other's similarities and differences. Children excitedly engage in active play to strengthen their physical skills. For example, they enthusiastically compete as they race each other, score goals and they skilfully manoeuvre around the garden on their bikes.

### Outcomes for children are outstanding

Children make excellent progress in their learning and development from the time they start. They are highly motivated, active and inquisitive learners. Children become increasingly independent and emotionally ready for their move on to nursery or school. Children become deeply involved in exploring a range of sensory materials, including sand, water and mud. They develop their thinking skills as they work out how to transport and creatively experiment with mixing materials together.

## Setting details

<b>Unique reference number</b>	307279
<b>Local authority</b>	Salford
<b>Inspection number</b>	855149
<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 - 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 November 2008
<b>Telephone number</b>	

The childminder was registered in 1990 and lives in Eccles, Salford. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 5. She works with her daughter who is a full-time assistant and holds an Introduction to Childcare Practice (home-based), which is part of the full qualification CACHE level 3 diploma in Home-Based Childcare.

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