

Childminder Report

Inspection date

11 January 2017

Previous inspection date

8 August 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 highly qualified and experienced in providing excellent teaching. She uses these skills and her clear expectations of children's abilities to meticulously plan activities. Children are exceptionally well challenged. The childminder develops children's thinking skills at every opportunity, developing confident, inquisitive learners who enjoy investigating and experimenting.
- The childminder actively seeks out professional development opportunities and constantly reflects on her practice to identify areas to develop further. She researches current thinking on teaching, which supports her understanding of innovative teaching methods. She uses her knowledge to promote children's learning in a highly effective way and ensures she reviews the impact of her own learning.
- The childminder is extremely well organised. Her policies and procedures are updated regularly, taking into account any changes in legislation and information from training. She consults local area surveys to identify health and learning issues which may need to be addressed in her setting to ensure children have the best start in life.
- The childminder provides activities which are precisely targeted to build on what children can do. This ensures they are making consolidated progress, especially in their literacy, mathematical and thinking skills. They are very well prepared for the next stage in their learning, such as school.
- The warmth of the relationship between the childminder and the children is a key strength. The childminder is a very positive role model who shows children that learning is fun. Children's emotional well-being is nurtured and they are enthusiastic learners who are prepared to try new experiences and have their ideas valued.
- The childminder has excellent relationships with parents. She supports them through providing detailed information about encouraging their child's next steps in learning. This helps children make the maximum progress possible.

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 the impact on children's development of any additional resources provided to enhance their 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 a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector spoke to parents during the inspection, read written testimonials and took account of their views.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder understands the need to continually improve. Since the last inspection she has undertaken a multitude of different courses and has reflected on what impact this training has on her teaching. She has deepened her knowledge of effective ways to teach toddlers. She has also made changes to the environment to enhance speech and language development, as well as children's mathematical skills and knowledge of the world. The childminder has identified areas where she wants to increase the already excellent resources. This is to enhance children's development even further, with regard to imaginative play and supporting mathematics and literacy skills in messy and creative play. The childminder is an active member of a local childminder support group, which helps her to exchange best practice. Arrangements for safeguarding are effective. The childminder is very aware of her role in keeping children safe in the event of any safeguarding concerns. Risk assessments keep children safe when at home and on outings.

Quality of teaching, learning and assessment is outstanding

The childminder's observations and assessments clearly evidence children's progress. Her depth of knowledge about children's abilities and her expectations of their next steps in learning mean she can ensure even incidental activities are expertly enhanced to extend children's skills. A key strength of the childminder's teaching is the conversations she has with children. She promotes children's confidence and curiosity in the way she poses questions and her tone of voice. The childminder uses every opportunity to reinforce mathematical language and literacy skills. She actively plans activities which reinforce children's understanding of letter sounds, number, colour and positional language.

Personal development, behaviour and welfare are outstanding

Children learn to adopt a healthy lifestyle. They have daily opportunities to enjoy the fresh air and challenge themselves physically through music and movement sessions. The childminder is an excellent role model. She skilfully guides children's behaviour so they learn to share toys and behave considerately. She uses lots of praise and children learn to praise each other. Children are developing an excellent understanding of how to manage their own safety. They are encouraged to understand how to stay safe when near ponds and roads or when using the internet.

Outcomes for children are outstanding

All children make excellent progress in their learning from their starting points. They have a joy and excitement for learning, consistently demonstrating high levels of motivation and a thirst for knowledge. Older children excitedly identify letter names and sounds and understand how to spell out their name. They confidently make marks and start to write letters and numbers. They undertake simple calculations and talk about numbers to 100 with confidence and good levels of understanding. Children are very independent. They competently prepare their own snacks and start to manage to dress themselves. Children enjoy making decisions about their play and have vivid imaginations. Activities are adapted to help younger children develop their own abilities safely.

Setting details

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|------------------------------------|---|
| Unique reference number | EY457333 |
| Local authority | Staffordshire |
| Inspection number | 1066558 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 4 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Name of registered person | |
| Date of previous inspection | 8 August 2013 |
| Telephone number | |

The childminder was registered in 2013 and lives in Leek, Staffordshire. She operates during term time from 7.30am to 6pm, Monday to Thursday, and 7.30am to 1pm on Fridays. In school holidays she operates from 7.30am to 6pm Tuesday to Thursday. The childminder has qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

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