

Childminder Report

Inspection date

12 January 2017

Previous inspection date

11 November 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 has an exceptional understanding of how children learn. She carefully observes and skilfully interacts with children, giving them time to think and try out their own ideas. Children become deeply involved in the exciting play and learning activities. They make very swift progress from their starting points.
- The well-qualified childminder demonstrates a high level of commitment and clear vision. She continuously reviews her practice and carries out plans that constantly enhance children's experiences. The childminder's reflective and open-minded approach to her own learning and development makes her an excellent role model for children.
- The childminder takes time to get to know parents' views and to make sure they understand her policies and procedures. The detailed and regular communication between parents and the childminder helps to ensure that children's well-being is fully promoted. Parents highly praise the childminder's professionalism and dedication.
- The childminder sets consistent boundaries for children's behaviour that she maintains and sensitively teaches. For example, when toddlers want the same toy, the childminder helps them to put it in the space between them. She gives praise for the children's good sharing, so they learn to be considerate to each other.
- The childminder knows the children extremely well. She has a thorough knowledge of the learning and development requirements and accurately identifies what children need to learn next. As a result, the childminder's planning is meticulous. Her spontaneous teaching is purposeful and precisely targeted.
- The childminder expertly incorporates adventurous outings into her programme of activities, promoting children's knowledge of the wider world and their community extremely well.

What the setting needs to do to improve further

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

- review the planned improvements to the outdoor area and evaluate the impact on children's exploration and learning, building on the already excellent practice.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. The inspector assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector discussed self-evaluation and plans for continuous improvement with the childminder.
- The inspector checked evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder is ambitious for every child's well-being and progress. She gives deep consideration to the policies and procedures that guide her practice. The childminder regularly checks that they remain effective. She makes changes that enhance the quality of her provision even further. She carefully selects training and advice to help her achieve the highest possible standards in her provision. For example, the childminder identified that she did not know enough about the help and support that local agencies offer to families. She attended a course about early help. She now feels more confident in referring children and informing parents when their child's development gives cause for concern. Arrangements for safeguarding are effective. The childminder gives the utmost priority to ensuring that her comprehensive procedures are updated to include national and local changes to requirements.

Quality of teaching, learning and assessment is outstanding

The childminder makes children's learning active and fun. For example, children demonstrate their interest in animals. The childminder takes them to see animals at the farm. She continues their learning in her home by providing high quality, small-world farm toys. Children remember and talk about the outing, making links between the toys and the animals they saw at the farm. They excitedly match the toy animals to pictures in books. The childminder closely observes children's response to activities and continuously adapts her teaching to maintain their eager attention and interest. Children learn new words and concepts rapidly because the childminder skilfully threads them into meaningful experiences.

Personal development, behaviour and welfare are outstanding

Children develop extremely close, caring relationships with the childminder. Rules and daily routines are highly consistent, so children begin to regulate their own behaviour. Children often learn outdoors. The childminder provides rich activities and experiences that encourage them to think and explore. For example, they grow vegetables that they harvest and eat. The childminder plans to enhance the garden area further. She will extend the opportunities for children to investigate and learn about the natural world. The childminder is vigilant in keeping children safe. She rigorously implements her sensible risk assessments for outings and in her home.

Outcomes for children are outstanding

All children rapidly acquire the knowledge and key skills that prepare them extremely well for starting school. They consistently try hard to succeed and demonstrate advanced knowledge and understanding for their age. Children know how to handle books carefully. They can turn the pages and know that there are more pictures and words under the flaps. They can name familiar animals and know the sounds and actions that some of them make. Children are successful learners who watch and copy the childminder and each other. Children willingly follow daily routines and happily join in with tidying up the floor. They begin to share and take turns. Children become independent and confidently acquire new skills, such as drinking from an open cup.

Setting details

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|------------------------------------|---|
| Unique reference number | EY415059 |
| Local authority | Staffordshire |
| Inspection number | 1065575 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 1 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Name of registered person | |
| Date of previous inspection | 11 November 2013 |
| Telephone number | |

The childminder was registered in 2010 and lives in Kidsgrove. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

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