

Childminder Report

Inspection date

8 March 2017

Previous inspection date

16 April 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 uses highly effective monitoring to identify where children may be slow, in order to develop key skills. She uses this information to ensure that specific, targeted support is provided for children to catch up quickly. As a result, all children make substantial and sustained progress that leads to outstanding achievement.
- The childminder provides a wealth of highly stimulating opportunities for children to learn. They enjoy using a two-storey wooden playhouse as an extended classroom. They enjoy devising games in the main playroom using good quality resources to fuel their imagination. As a result, children are confident investigators.
- Children take part in innovative, community-based projects. For example, they visit the local allotment where they are given produce. Children cook the produce at the childminder's home and take the food back to the growers at the allotment. Learning experiences like these help to promote children's confidence and social skills.
- The childminder demonstrates her ambition to improve the already excellent partnership working between herself and other early years providers. The childminder shows forward-thinking leadership skills. She has implemented plans to work more closely with a local school, in order to improve the two-way flow of communication between them.
- Children develop independence skills. They wash their hands using the low-level hand basin in the bathroom. Children learn to put on their own coats and shoes when they go outside. They learn to regulate their own emotional responses with support from the childminder and her assistants.

What the setting needs to do to improve further

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

- evaluate the impact changes to the outdoor area have on children's learning, in order to check that excellent standards are consistently maintained.

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 and working in the household.
- The inspector spoke to an assistant and children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Karen Tyas

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder's incisive evaluation of her assistants' practice leads to rigorous supervision and highly focused professional development. The childminder builds on her excellent knowledge through continual training. Consequently, children benefit from expert knowledge and teaching is consistently of a very high quality. Safeguarding is effective. The childminder is exceptionally vigilant when caring for children. She understands the indicators that children could be at risk of harm from extreme behaviour and views. The childminder has identified changes she wishes to make to the outdoor area to enrich children's experiences. She recognises the importance of evaluating the impact these changes have on children's learning, in order to maintain excellent outcomes. Parents contribute to the childminder's evaluation of her service. They state through written testimonials that they value the service she provides and would recommend her. Parents add that they appreciate the many outings the childminder takes their children on.

Quality of teaching, learning and assessment is outstanding

The childminder demonstrates through visionary practice that she values and promotes equality and diversity within the setting. For example, the childminder collaborated with a pre-school in India and children from both settings shared work and ideas and compared their learning environments. Children benefit from opportunities to take photographs of the surrounding areas where they live and compare and contrast them, in order to explore local diversity. The childminder continually adapts her practice to take into account children's reactions and responses. She skilfully recognises unanticipated learning opportunities as they occur. For example, she extends children's knowledge of numeracy by responding to children's unpredicted comments during a group activity. This demonstrates the childminder's excellent understanding of how children learn and how she can support them to make the best possible progress.

Personal development, behaviour and welfare are outstanding

The childminder is highly committed to meeting children's practical and emotional needs. As a result, children settle well. Children benefit from opportunities to develop their physical skills. They take part in sports day events at the setting, enjoy walks to the local woods and visit local toddler groups. The childminder has appropriately high aspirations for children and is a positive role model. As a result, children's behaviour is exceptional. They demonstrate high levels of self-control, cooperation and respect. The childminder uses praise to motivate and reward children for their efforts and achievements.

Outcomes for children are outstanding

Children thrive in this exceptionally stimulating environment. Their enthusiasm to explore and investigate means that they are extremely well prepared for their future learning. Young children develop excellent social skills. They share, join in and play well together. Children learn to follow instructions, respect boundaries and concentrate on adult-led activities for a sustained length of time. These skills help children to be exceptionally well prepared for the next stages in their learning and their move on to school when the time comes.

Setting details

Unique reference number	EY410387
Local authority	Lincolnshire
Inspection number	1065533
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	18
Number of children on roll	10
Name of registered person	
Date of previous inspection	16 April 2013
Telephone number	

The childminder was registered in 2010 and lives in Lincoln. She operates her provision all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder receives funding for free early years education for three-year-old children. She holds an appropriate qualification at level 3. The childminder employs five assistants and works with a maximum of two at any time. Four of the assistants have qualifications at either level 4 or 5.

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