

# Childminder Report

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 10 May 2017   |
| Previous inspection date | 10 March 2014 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | 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 a highly competent practitioner. She effectively uses self-evaluation as a means to review and improve her work. Her enthusiasm for continuing to learn and relentless drive to raise the quality of care for children is reflected in the excellent care and education that she provides.
- The childminder works extensively with parents to include them in children's learning. Exchanging information and resources with other settings that children attend supports her in providing seamless care and education for children.
- Excellent quality of teaching and well-planned activities are used to provide children with a stimulating and vibrant learning environment.
- The childminder uses a vast array of effective teaching methods to support children's development of communication and language skills. She signs as she reads stories, supporting very young children to use sign language as a further way to communicate.
- Children are effectively taught how to identify and assess small risks for themselves. This helps them to develop into confident and self-aware individuals who know their own abilities and how to play safely.
- Children have exceptional opportunities to learn about their feelings and emotions. The childminder uses puppets and soft toys to help children to talk about their experiences. She and her assistant help children to make good choices in terms of their behaviour.

## What the setting needs to do to improve further

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

- continue to embed new learning into practice to sustain the excellent quality of teaching.

### Inspection activities

- The inspector spoke to the childminder, her co-childminder, assistant and children at suitable times during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of the childminder, other household members and her co-childminder and evidence of training and qualifications.
- The inspector observed children's learning activities indoors and outdoors.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at feedback left by parents and took account of their views.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder undertakes regular training and has an extensive understanding about local child protection issues. She is vigilant in assessing the home and outings for any possible risks to children. The childminder maintains a comprehensive programme of professional development and is considering further ways that she can embed her new learning into her excellent practice. She closely reviews the work of her assistant and shares her infectious enthusiasm and drive with her. She meets regularly with her co-childminder and assistant to discuss and plan future activities. They know each other's strengths and are ambitious to sustain the very best care for children.

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

Children enjoy a wide range of activities that stimulates and interests them. In the garden, they delight in splashing in water and playing with sand. Children drag blankets into tents where they make dens and use their imagination. The childminder joins in with children's ideas, such as walking around the garden on an imaginary shopping trip. The childminder uses every opportunity to extend children's learning. She counts as they bounce on the trampoline and they join in, demonstrating their impressive ability to count beyond ten. The childminder asks children what will happen to a peg that they put on the trampoline. They are amazed at the way it moves in time as they bounce, talking excitedly about this. Meticulous observations and assessments support the childminder in planning extremely well for children's next steps in learning.

### Personal development, behaviour and welfare are outstanding

Children are highly competent and sociable individuals who are eager to play with each other and are very attached to the childminder and her assistant. They enjoy a wide range of activities outside of the home, where they meet with other children and enjoy playing together as part of a larger group. The childminder provides varied healthy meals for children and they enjoy eating together. She places a strong focus on supporting children's physical and emotional well-being and they are extremely self-assured and confident. Despite their very young age, children are accepting and aware of others' needs, demonstrating this in small ways, for example when taking turns during activities.

### Outcomes for children are outstanding

Children make excellent progress in their learning and development and exceed expectations for their ages. Their progress from their individual starting points is rapid and they demonstrate a thirst for learning. Children acquire the essential skills and attitudes that they need to be successful in their future learning and for eventually starting school. Children discover technology and are amazed by what they can do, such as playing back recordings of their voices.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 105151  |
| <b>Local authority</b>             | Luton   |
| <b>Inspection number</b>           | 1086933   |
| <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 - 12  |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 6   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 10 March 2014   |
| <b>Telephone number</b>            |   |

The childminder registered in 1997 and lives in Luton. She works with an assistant and co-childminds with her husband, who is also a registered childminder. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has recognised childcare qualification at level 3.

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