

# Childminder Report

**Inspection date**

23 May 2017

Previous inspection date

11 March 2015

| <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 makes excellent use of her home to provide children with rich and highly stimulating learning opportunities that excite and motivate children to learn.
- The childminder demonstrates highly intuitive teaching skills. She skilfully engages children in purposeful discussions which challenge their thinking and promote their understanding to the highest level.
- Children flourish in the care of the childminder and develop a deep sense of belonging. Their emotional well-being is extremely strong. Highly skilled interactions and consistent care from the childminder support children's exceedingly good relationships with her. Children's behaviour is excellent.
- The childminder meticulously plans for children's next steps in learning. She rigorously evaluates her assessments of their progress based on the childminder's detailed knowledge of the children and her very effective system for evaluating children's learning and progress.
- Partnerships with parents are excellent. The childminder has highly effective systems in place to ensure parents are fully involved in their children's learning. Parents are extremely happy with the level of care and education their children receive.

## What the setting needs to do to improve further

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

- consider ways of supporting the already excellent partnerships with parents, encouraging them to share even more information about their children's learning and development at home to support even greater continuity in care.

### Inspection activities

- The inspector observed the quality of the childminder's teaching as she engaged in activities with children.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector checked children's records and a range of other documents, including training certificates and suitability checks.
- The inspector took account of the views of parents.
- The inspector observed all areas of the home.

### Inspector

Suzanne Marsh

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder has an excellent understanding of her role in promoting children's safety and well-being. She has an up-to-date knowledge of child protection procedures and knows what to do should she have any concerns about a child's welfare. The childminder strives for excellence and constantly evaluates the quality of her practice, seeking the views of parents and children. She regularly attends training and reflects on research and current practice. The childminder has excellent procedures in place to gather detailed information when children begin to attend. These assist her to promptly assess children's levels of development on entry and help them to settle quickly.

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

The childminder has an exceptional understanding of children's individual interests and learning styles. She provides an enabling learning environment that captures children's interests and fuels their imagination. The childminder expertly tailors activities to support children's individual learning needs. She places a strong focus on developing children's speech and language skills. For example, when building sandcastles children refer to collecting twigs, to add their design to the sandcastle, from a recent book they have shared with the childminder. The childminder is fully committed to working in partnership with parents and other providers. She works closely and sensitively with parents to ensure that children's learning is consistently promoted to the highest level. However, the childminder is considering other ways to support parents to continue learning at home.

### Personal development, behaviour and welfare are outstanding

The childminder is an excellent role model. She has very clear routines in place and high expectations which children respond to exceptionally well. For example, children are becoming increasingly independent and competently take care of their personal needs. Young children are remarkably confident and gain excellent social skills, such as cooperating and sharing, developing a healthy respect for each other. Children enjoy the exceptionally good provision of outdoor activities. This includes hands-on experiences which enable children to gain a deep understanding about the natural environment.

### Outcomes for children are outstanding

All children are exceptionally well prepared for their next stage of learning and eventual move to school. For example, older children's speech and language skills are developing extremely well. Younger children are incredibly curious and display a real enthusiasm for learning. They explore mark making through a variety of media and confidently demonstrate their counting skills. Children explore textures and identify hard and soft textures while caring for pet animals.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY265646  |
| <b>Local authority</b>             | Lancashire  |
| <b>Inspection number</b>           | 1091753   |
| <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>       | 0 - 4   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 5   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 11 March 2015   |
| <b>Telephone number</b>            |   |

The childminder registered in 2003 and lives in Preston. She operates all year round from 7am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides free funded early years education for two-, three- and four-year-old children. She has a relevant early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

