

# Childminder Report

**Inspection date**

13 September 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Not applicable	<b>1</b>
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 highly qualified childminder has superb knowledge of how children learn, and has very-high expectations of what they can achieve. She is committed to her role and focuses on fulfilling the needs of every child. Her support is highly effective in enabling children to make rapid progress in their learning and development, ready for their move on to school or next stage of their learning.
- Children settle extremely well in the childminder's care. They form very-close relationships with the childminder and other children. This supports their confidence and well-being exceptionally well.
- The childminder provides children with an outstanding learning experience. Children feel at ease, as they explore and play at their own pace. They make choices from the extensive range of excellent resources, and exciting play spaces indoors and outdoors. Children are highly motivated and eager to learn through play.
- Exceptionally purposeful relationships are fostered between the childminder and other early years settings that children also attend. The childminder is proactive in sharing information. This enables her to support learning that takes place across all aspects of children's lives.
- The childminder is very skilled in supporting and assessing children's learning. Her extensive monitoring systems ensure that any gaps in learning are swiftly addressed, and in turn that all children continue to make excellent progress. The childminder provides items, such as activity bags and books, to support parents effectively to extend their children's learning at home.

## What the setting needs to do to improve further

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

- explore further excellent strategies, to continue to involve all parents in their child's learning and development.

### 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 held a number of discussions with the childminder. She looked at relevant documentation and spoke to children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder, and the suitability of persons living in the household.
- The inspector took account of the views of parents. She spoke to parents during the inspection and looked at written feedback provided.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder has an excellent knowledge of safeguarding procedures. She knows the appropriate action to take if she were to have concerns about a child. The childminder meticulously monitors all aspects of her provision, leading to exceptional practice and continuous improvement. She welcomes the views of parents, and values the opportunity to share information with others. The childminder regularly engages with other childminders to keep up to date with changes and share excellent practice and new ideas. She makes superb use of all training available to enable her to continue to enhance and inform her excellent teaching practice. Parents are delighted with the quality of care and education their children receive. The childminder has highlighted that there is scope to explore even more ways, to involve all parents actively in their child's learning and development.

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

The childminder gets to know the children very well through discussions with parents and regular observations. She uses her in-depth knowledge to enthuse and engage children to the highest levels. For example, children create their own kites to fly in the wind. The childminder skilfully follows children's ideas. She supports their communication and language skills exceptionally well. For example, the childminder uses basic sign language with the children and sensitively repeats words back, so that they can hear them pronounced clearly. The childminder is very skilled in seizing every possible opportunity to support and challenge children to make excellent progress. She expertly questions them and provides them with time to think about their answers to questions.

### Personal development, behaviour and welfare are outstanding

Children experience a seamless move from their home to the childminder's setting. The childminder keeps a very-effective flow of information with parents, so she always knows exactly what children need. She promotes their emotional well-being, intuitively and accurately. The childminder is an excellent role model and demonstrates kindness and respect. Children have daily opportunities for exercise, and fresh air in all weathers, which helps them to stay healthy and develop their physical skills. Safety is paramount and all aspects are fully considered. The childminder actively promotes children's safety and well-being throughout the day. She is stringent in her supervision of children, for example, when they play outside or walk with the childminder to nursery or school.

### Outcomes for children are outstanding

The childminder helps to prepare children extremely well for their future learning and eventual move on to school. Children learn to take responsibility, and become independent from a young age, such as collecting their coat and putting on their own shoes before going outside. They have many opportunities to count and identify numbers in their environment. Children's early reading and writing skills are developing extremely well. They develop a love of books and listen animatedly to stories. All children make excellent progress in their learning and development given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	EY488192
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1011774
<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 - 6
<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>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. The childminder holds qualified teacher status. She operates all year round from 8am to 4pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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