

# Childminder Report

**Inspection date**

20 October 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
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 very experienced practitioner, having worked with children for many years. She has an excellent knowledge and a clear vision of the care she wishes to offer. Parents are extremely happy about the care their children receive.
- The childminder is an excellent teacher who plans a wide range of activities, superbly targeted to children's individual learning needs. She completes in-depth observations to identify potential gaps in learning. All children make excellent progress.
- The childminder cares for multiple children who have special educational needs and/or disabilities. She has the highest of expectations for children in her care and constantly strives to support children to reach their maximum potential. Partnerships with other professionals are in place to support children's care and learning needs.
- Continual assessment of children's next steps in learning is in place. Parents are fully involved with their child's learning journals and contribute to children's assessments. The childminder has a deep understanding of children's needs.
- The childminder is an excellent role model. She encourages children to be independent, take turns and consider the needs of others. Children are extremely settled and happy and have made the strongest of attachments to the childminder.
- The childminder works with an apprentice and a co-minder. They work extremely closely together to evaluate the service they provide. They all share the same vision and have the highest aspirations for all children in their care.

## What the setting needs to do to improve further

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

- continue to enhance the already excellent ways that children access and explore technology.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, parents, co-minder and children during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder and her co-minder. She looked at relevant documentation, such as children's development records, training records, risk assessments and the suitability of all adults.
- The inspector spoke to a number of parents during the inspection and looked at written comments to take account of their views.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder has an exemplary understanding of the early years foundation stage. Safeguarding is effective. She understands the procedures she must follow should she have concerns about a child's welfare. She works with an assistant and co-minder. They regularly share good practice as they observe one another during teaching observations, which means expectations remain extremely high. Her assistant is included in planning meetings and has regular supervisions. Professional development training enhances all aspects of children's care. For example, the childminder has attended training on sign language which she uses to skilfully support children with their communication. She completes detailed assessments of children's development and then uses innovative strategies to support learning. Children are exceptionally prepared for future learning.

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

The quality of teaching is superb. The childminder engages children and reshapes their learning, using strategies such as sign language, visual symbols and providing a running commentary as children play. She is highly attuned to adapting her activities and ensuring all children are included. For example, children giggle with delight as they act out a familiar story with her while others observe, holding story props. She expertly builds on children's learning. For example, she plays alongside children as they pretend to bake in the home corner. She asks children about their favourite food and injects humour as they talk about making a cake made with cheese. This makes children actively engage and explore different resources. She is passionate about supporting children's learning and providing them with optimal challenge. The childminder is considering different ways in which children can access technology to further support their communication.

### Personal development, behaviour and welfare are outstanding

The childminder has created an extremely warm and homely environment. Parents are extremely complimentary about the attention and care she gives to children. She superbly supports children through change. For example, she accompanies children on multiple settling-in visits at school as they prepare to leave. The childminder encourages children to be independent and uses visual symbols. For example, children understand routines as they use pictures showing what they are doing now and what will be coming next. Children thrive with this highly personalised learning. Children learn the importance of healthy lifestyles through daily outdoor play. Children explore diversity through learning about festivals from other cultures. Children's needs are uppermost at all times.

### Outcomes for children are outstanding

All children make superb progress from their starting points. They actively explore the environment around them, make choices and access resources with enthusiasm. They are learning to communicate their needs and consider the needs of others. Children are extremely well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY493173
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1026214
<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 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Chadderton, Oldham and works at a co-childminder's house in Rochdale. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works with an assistant and a co-minder.

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.

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