

# 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> 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 childminder is an extremely knowledgeable and experienced practitioner who has a clear vision for the high-quality service she provides. Parents are extremely complimentary about the care that children receive and are involved in the assessments.
- The quality of teaching is first class and enhances all aspects of children's learning and development. The childminder has a deep understanding of children's individual care and learning needs. All children make excellent progress in their development.
- The childminder cares for many children who have special educational needs and/or disabilities. She has the highest expectations of all children in her care and is driven to support them to develop and achieve personal goals. Superb partnerships are in place with a range of other professionals to support children's individual needs.
- Systems for assessments are extremely strong. The childminder has an excellent knowledge of children's next steps in learning and how she can support them to consistently develop and engage with the world.
- The childminder is an extremely good role model for children. She engages children in play and encourages them to be inquisitive about the world. Children have made strong attachments to the childminder and are fully supported to become independent.
- The childminder works closely with a co-childminder and, together, they make a motivated and passionate partnership team which constantly evaluates and reflects on its practice. Both childminders constantly strive to make continual improvements.

## 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 to the childminder, parents, co-childminder 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-childminder. She looked at relevant documentation, such as children's development records, a sample of policies and procedures, training records 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 a superb understanding of the early years foundation stage. Safeguarding is effective. She demonstrates excellent knowledge of safeguarding procedures. She is passionate about attending training to continually develop her knowledge. Training is directly linked to the needs of children and has a direct impact on the quality of teaching. For example, the childminder has attended training on supporting children with autism. She improves her knowledge further as her co-childminder completes observations of teaching and they discuss how they can further develop to offer excellent practice. She undertakes constant and rigorous assessments to assess children's developmental needs and considers strategies she could use to support them. Children are extremely well prepared for future learning.

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

The childminder is an excellent teacher. She is enthusiastic and animated and engages children through imaginative, well-planned activities. For example, children are spellbound as she acts out a familiar story and encourages them to join in using props and sign language. She guides and extends children's learning. For example, children play with a large cardboard box and enjoy making holes in it with a variety of tools. She extends this through offering screws and bolts, so the activity offers challenge and interest for children. She provides a running commentary for children, uses sign language and asks them questions to promote their thinking skills. She constantly assesses children as they play and considers how she can change activities to support them in achieving their personal best. The childminder is considering different ways in which children can access technology to further support them with their communication.

### Personal development, behaviour and welfare are outstanding

The childminder has created an extremely nurturing and homely environment. Children are supported through change extremely well. For example, multiple visits are arranged with teachers as children prepare for school. The childminder encourages children to be independent. For example, if children get stuck with something, she encourages them to say, 'Help please'. The childminder is passionate about giving children choices and values their voices in all she does. Routines and role modelling help children to understand about positive behaviour. For example, the childminder encourages children to take turns by reminding them to watch and wait. Children learn about diversity and the wider world. For example, they discuss Diwali and observe the falling autumn leaves in the garden. The childminder places the needs of children at the heart of her practice.

### Outcomes for children are outstanding

All children make excellent progress from their starting points. They enjoy making choices, are learning to build relationships with others and to communicate through different ways. Children are extremely well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY493225
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1026215
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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

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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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