

# Childminder Report

<b>Inspection date</b>	8 December 2017
Previous inspection date	22 December 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Requires Improvement	3
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 inspirational and devoted childminder is committed to building continuously on the already exceptional quality of her practice. She is an extremely enthusiastic and thoughtful practitioner. She gathers a wealth of feedback which she uses to complete precise and targeted self-evaluation.
- Teaching is outstanding. The very experienced childminder uses her exceptional skills and knowledge extremely well. She completes meticulous observations, assessments and planning to support children's rapid progress. Children develop a thirst for learning.
- The childminder shows children the utmost respect at all times. She is incredibly responsive, attentive and nurturing. This helps children to form incredibly secure relationships with her. They are exceedingly happy, content and flourish in her care.
- The childminder regularly updates her superb skills and awareness of current policies. She undertakes an abundance of additional training. She uses the knowledge gained and information gathered extremely well to underpin her already excellent practice.
- The childminder provides an extensive range of fascinating activities for children. For example, regular trampoline, rock climbing and forest school sessions captivate all children. These exhilarating and challenging experiences help to develop their strong physical skills and excellent awareness of risk and safety.
- The childminder organises her tremendous learning environment extremely well. A delightful range of sensational resources are available for children to choose from. This contributes towards their independence, superb sense of belonging and confidence.

## What the setting needs to do to improve further

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

- review and evaluate the impact of how introducing even more ways to involve parents in children's learning is contributing towards their already excellent progress.

### Inspection activities

- The inspector viewed all areas of the premises and observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed the childminder's self-evaluation and checked evidence of her suitability.
- The inspector took account of the views of parents.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder is extremely astute and keeps herself fully informed about any changes to child protection policies and procedures. She is completely aware of the safeguarding and welfare requirements and her responsibility to keep children safe. Very robust policies and procedures are embedded and record keeping is meticulous. This helps to protect children's safety and welfare. Partnership working with parents is exceptional. Parents speak extremely positively about the childminder. Highly effective systems are used to exchange comprehensive information with them. The childminder thoroughly understands the essential role parents play in supporting their children's development and is continually looking at ways to further enhance outcomes for all children. She has identified new ways to help parents to be even more involved in their children's learning and will reflect on the impact of introducing these methods.

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

The childminder plans highly stimulating activities that rapidly promote learning and development. Children confidently recite the alphabet during play. They point to and name images in books, such as pumpkins, bats and Santa Claus, based on their current experiences and interests. The childminder engages children in rich and meaningful discussions. Children animatedly respond, secure that their voices will be listened to. The childminder asks challenging questions to encourage children to think critically. The childminder places great emphasis on supporting children's communication and language skills. For example, she sensitively reinforces and repeats the correct pronunciation of more difficult words.

### Personal development, behaviour and welfare are outstanding

Children thrive in the childminder's care. They benefit from her kind and caring approach. Children thoroughly enjoy their time with the childminder. They arrive in high spirits and their laughter permeates the environment. Children's behaviour is exemplary. They use impeccable manners and wonderful relationships are evident in an environment of mutual trust and respect. The childminder has established highly effective relationships with local school teachers which helps to provide continuity for older children. Children's health and well-being is given the utmost priority and highly positive hygiene routines are adopted.

### Outcomes for children are outstanding

All children make rapid and sustained progress, particularly in their mathematical and literacy development. For example, two-year-olds expertly recognise numbers on Christmas-themed picture cards and count in sequence. They capably recognise simple words and accurately spell out letters of their name with little or no support. Children are consistently stimulated and show countless enthusiasm in planned and self-chosen activities. They learn an abundance of necessary skills. This helps to prepare them exceptionally well for future learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	318345
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1107542
<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 - 4
<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>	22 December 2016
<b>Telephone number</b>	

The childminder registered in 1995. She operates all year round from 7.45am to 6pm, Monday to Friday, except family holidays.

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

