

# Childminder Report

**Inspection date**

27 April 2018

Previous inspection date

27 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
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 demonstrates an uncompromising drive to ensure she provides the very best for all children in her care. Her systems for self-evaluation are highly reflective and constantly reviewing all areas of practice to identify more successful ways of working.
- The childminder meticulously outlines gaps in children's development. She plans targeted, highly stimulating activities that very skilfully link to children's identified needs and current fascinations, to inspire their curiosity and ensure they make rapid progress.
- Children are extremely happy and secure with the childminder, who is very kind, and attentive to what children say and do. She values children highly as individuals and their specific needs are very carefully considered.
- Children benefit significantly from the outstanding teaching and support they receive during their play. The childminder is highly skilled at using every situation to maximise learning opportunities and encourage children to engage in challenging activities.
- The childminder's child-friendly garden offers children exceptionally rich, stimulating and highly interesting experiences across all areas of learning. Children relish being outside and active in the fresh air, and are highly inspired and motivated to explore and learn.
- Partnership working is a very successful and central feature of this childminder's practice. She is constantly reviewing the ways she shares and gains information from home to ensure she has as much as possible to inform her assessments and planning.

## What the setting needs to do to improve further

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

- consider enhancing professional development links with other providers to continue to extend ideas and the quality of teaching even further.

### Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection.
- The inspector sampled documentation, including the suitability and qualifications of the childminder, policies and procedures, children's development records, and planning.
- The inspector observed the children and the childminder. She evaluated the effectiveness of an activity with the childminder.
- The inspector took account of parents' written views by reading their comments in questionnaires and letters.
- The inspector discussed the childminder's risk assessments and her self-evaluation process.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder implements extremely comprehensive systems to ensure that all aspects of her provision reflect extremely high-quality practice. Safeguarding is effective. The childminder has an in-depth understanding of how to recognise and refer any concerns about children's welfare. Her excellent organisation, thorough risk assessments and daily checks ensure that children's safety is promoted at all times. The childminder has rigorous systems to scrutinise children's progress and the effectiveness of her provision. She focuses sharply on gaining new knowledge through training and developing her practice, such as incorporating new ways to support the observed patterns in children's play. The childminder has plans to seek further professional development links with other providers to continue to enhance her practice and provision to the highest level.

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

The childminder has a wealth of experience and an in-depth understanding of how young children learn through play. She offers very clear explanations and inspiring ideas as children explore. She acts as an excellent role model and asks targeted questions, linking very skilfully to children's experiences. She motivates them very effectively. For instance, children are highly inspired to paint pictures of their favourite pets. They experiment using shapes and count out and add features, such as legs and a tongue to their animals. They marvel as they use crayons on top of the paint and compare the feel against the dry or wet paint. They develop their early writing skills excellently as they copy the childminder's marks and experiment making lines and forming letters of their names.

### Personal development, behaviour and welfare are outstanding

Children are very polite and respectful. The childminder fosters children's personal development superbly. She works tirelessly to develop their independence and self-awareness. For instance, children proudly help with setting up activities, cut up their fruit for snacks and take responsibility for toys when tidying up. The childminder enables children to make choices and develop their ideas as they play. She is always mindful of children's safety and patiently helps them to recognise risks and hazards. The childminder inspires children's healthy lifestyles very effectively. Children spend considerable periods outside. They create a farm with blocks and toy animals. They relish making food for the animals and combine a vast array of natural materials. The childminder discusses foods the animals might eat and children learn new words, such as 'turnips'.

### Outcomes for children are outstanding

Children make substantial and sustained progress across all areas of learning, including those learning English as an additional language. Children have excellent attention and listening skills for their age. They gain very high levels of confidence in their own abilities, and their self-motivation is developing superbly. Children become absorbed and show extremely positive attitudes towards learning. They take on challenges and very effectively solve problems using trial and error. For example, they creatively adapt and fit resources into gaps in their road for imaginative play. Children develop excellent skills that prepare them exceptionally well for their move to pre-school or school.

## Setting details

<b>Unique reference number</b>	EY361336
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1133956
<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>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 February 2013
<b>Telephone number</b>	

The childminder registered in 2007 and lives in Frome, Somerset. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for children aged three and four years.

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