

# Childminder report

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|--------------------------|---------------|
| <b>Inspection date</b>   | 8 August 2018 |
| Previous inspection date | 30 June 2015  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Outstanding</b><br>Good | <b>1</b><br>2 |
|---|---|----------------------------|---------------|
| Effectiveness of 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

### The provision is outstanding

- Children thrive in this superb setting. The childminder and her assistant are exceptionally motivated and passionate about their roles. They provide children with first-class opportunities and activities, which enable them to grow, develop and flourish at a rapid pace.
- The childminder meticulously monitors children's learning. Precise and detailed observations outline children's achievements and engagement in activities. Clear tracking shows children's excellent progress. Gaps in learning are swiftly identified and immediate actions put in place to support children's individuality and style of learning.
- Children display exemplary behaviour from a young age. They are taught the importance of understanding their own emotions and feelings, as well as those of their peers. Children also understand that all behaviour has consequences and, as a result, they are considerate and thoughtful towards others.
- Relationships with parents and schools are exceptionally strong. Seamless communication enables the childminder to skilfully plan and focus activities, to allow teaching to be the best it can be. Children benefit from these close relationships due to the collaborative approach to learning and the thorough understanding the childminder has of each child's progress.
- The childminder has developed children's understanding of the local community and the importance of respecting and caring for it. Children engage in local initiatives, such as recycling and litter picking, in order to keep their environment safe. These also help children to learn about the world around them.

## What the setting needs to do to improve further

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

- continue to develop the already excellent communication strategies used with parents, to support children's rapid progress even more.

### Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact they had on teaching and learning.
- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector viewed a range of documentation used by the childminder, including children's learning journeys, policies and procedures, and checked evidence of suitability for all adults working with children.

**Inspector**  
Shelley O'Brien

## Inspection findings

### Effectiveness of leadership and management is outstanding

The highly skilled and knowledgeable childminder provides an exceptionally stimulating and exciting environment for children to play and learn. Together with her equally motivated and focused assistant, she gives children the best possible opportunities to drive forward their development, while nurturing their interests and enjoyment. The childminder has robust systems to monitor and evaluate the performance of her assistant, and they work collaboratively to ensure their practice is of the highest quality. They undertake focused training to increase their already superb knowledge. An extremely effective self-evaluation process enables the childminder to swiftly identify areas for further improvements. For example, there are plans to enhance the excellent parent partnerships even further. The arrangements for safeguarding are effective. The childminder has an exceptional understanding of how to keep children safe. She is astute to the signs, symptoms and indicators of abuse. Both the childminder and her assistant understand the process to follow should there be any concerns about a child's welfare.

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

Children have access to ample opportunities to support their learning and development. Exciting and interesting activities, which are carefully planned by the childminder, await them on a daily basis. Children are given ample opportunities to develop their early mathematical skills. They experiment in water, looking at changing shape and colour. Floating and sinking activities support their understanding of early science. Communication and language skills are developed and extended by exploring how things work. Children are encouraged to talk about and share their thoughts, enabling them to work together to find solutions to problems. The childminder has skilfully nurtured children's love of books from an early age. Props to support story time, regular trips to the library and the opportunity to have quiet reading time allow children to lose themselves in other worlds and explore their imagination.

### Personal development, behaviour and welfare are outstanding

Children learn about life cycles. They talk animatedly about how plants and animals grow, fostering their love of the world and nature. The childminder and her assistant work tirelessly with children to support their understanding of emotions and feelings. They explore emotions with children and talk about the consequences of their actions on others. Children have ample opportunities to play outside, investigating the well-resourced garden area and participating in trips out to extend their learning even further. The childminder places high priority on children leading a healthy lifestyle.

### Outcomes for children are outstanding

Children are exceptionally happy, eager to learn and motivated. They display an eagerness to engage in activities and embrace experiences offered to them. Children have a large range of skills that supports their continued learning, such as high self-esteem, respect for others and a love of learning. They have all the necessary skills to enable them to continue with the next steps of their learning journey and eventual move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY424197  |
| <b>Local authority</b>             | Trafford  |
| <b>Inspection number</b>           | 10059575  |
| <b>Type of provision</b>           | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 1 - 11  |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 11  |
| <b>Date of previous inspection</b> | 30 June 2015  |

The childminder registered in 2011. She operates all year round, from 7am to 7pm from Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant.

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