

Childminder report

| | |
|--------------------------|-----------------|
| Inspection date | 2 November 2018 |
| Previous inspection date | 7 January 2015 |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Outstanding Good | 1 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

- The childminder demonstrates a complete dedication and commitment to her practice. She is a highly reflective practitioner and continually seeks the views of parents, childminder colleagues, children and wider professionals to build on her already first-rate service.
- Partnership with parents is outstanding. The extremely conscientious childminder works tirelessly to establish fruitful communication links with parents. For instance, parent questionnaires, home observation sheets, a suggestion box and detailed verbal exchanges are just some of the superb methods used to exchange information and help to deliver highly complementary care and learning for children.
- The childminder carefully plans activities closely linked to children's preferences. This helps to ignite enjoyment and inspire children in their learning.
- The exceptionally attentive childminder provides children with lots of nurturing love and affection. This helps to ensure children thrive emotionally.
- Children develop an excellent attitude to healthy eating, contributing to outstanding physical health. For example, children grow green beans, pumpkins, apple trees and tomatoes at the childminder's allotment. They pick apples off trees prior to eating them and develop a superb appreciation about where their food comes from.
- The tremendous programme of carefully selected activities motivates children and they excel in their development. For example, young children use superb problem-solving skills as they work out what colour will be made when they mix red and yellow paint together. Children count the number of times they dab their paint brushes onto the paper, which introduces excellent mathematical learning into play.

What the setting needs to do to improve further

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

- continue to implement the robust plans to further improve the already exceptional outdoor environment.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living at the premises.
- The inspector spoke with the children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of leadership and management is outstanding

Arrangements for safeguarding are effective. The childminder has excellent knowledge regarding the necessary steps to take to report child protection concerns, if these arise. The childminder is highly qualified and undertakes an immense volume of additional training. She identifies a precise plan for ongoing professional development to propel her exceptional skills even further. The childminder carefully monitors children's progress and uses her secure knowledge of their development to inform her outstanding activity planning and teaching. The childminder is considering how to improve her already excellent garden space and enhance even further children's fabulous learning opportunities outside.

Quality of teaching, learning and assessment is outstanding

The childminder has extremely high expectations for children and provides an excellent level of challenge. She repeatedly incorporates increasing levels of complexity to activities to promote children's excellent development. For example, children enjoy scooping dried pasta into bowls using spoons. This simple task develops children's physical coordination, concentration and perseverance. Children begin to learn about quantities as they discuss, which bowl holds more pasta. Furthermore, children develop positional language as they carefully place lentils inside and outside pasta tubes. The activity is further extended as children use scales to weigh pasta. They look at numbers and think about heavy and light concepts. Children develop fabulous problem-solving and critical-thinking skills. The quality of teaching is consistently outstanding.

Personal development, behaviour and welfare are outstanding

Children's behaviour is impeccable. Children are polite and respectful. They follow instructions immediately and often complete routine tasks without prompt. For instance, children proactively tidy away their toys before playing elsewhere. Children's emotional security flourishes. A 'playroom teddy bear' named Simon joins in all games. Children learn empathy and kindness as they take care of Simon. Furthermore, children often take home this teddy bear and become responsible for his welfare as they look after him. Children learn exceptional social skills and grow in their self-esteem. Friendships flourish and children enjoy the company of others. A 'buddy bench' is located in the back garden and children are provided with regular uninterrupted time to share thoughts and feelings with others. Children talk about the importance of washing hands with soap to 'wash germs away'. Children develop an excellent attitude to personal health and hygiene.

Outcomes for children are outstanding

All children make extraordinary progress. They routinely exceed developmental expectations for their age across all areas of learning. Young children begin to recognise and write familiar letters and words, such as their names. Children are imaginative and enthused in their learning and continually seek to achieve. They immerse themselves in tasks with a positive attitude. Children prepare very well for the next stage in their learning and the eventual move to school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY424643 |
| Local authority | Salford |
| Inspection number | 10071178 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 10 |
| Total number of places | 6 |
| Number of children on roll | 15 |
| Date of previous inspection | 7 January 2015 |

The childminder registered in 2011 and lives in Irlam, Salford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

