

Childminder report

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| Inspection date | 25 October 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Outstanding Not applicable | 1 |
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| 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 is qualified and undertakes a wealth of training that significantly enhances her teaching skills. She is highly focused on promoting children's independence. Children are well-practised at taking off their own outdoor play suits and wellingtons after garden play and know to put these away in the hallway.
- The childminder fosters dynamic relationships with other providers, including the local schools. She makes sure that comprehensive information is regularly exchanged. This actively contributes to enhancing children's care and learning on an ongoing basis.
- The childminder develops exceptional relationships with parents. She ensures parents gain a high level of confidence in how best to support their child's learning at home. The childminder meticulously monitors the educational programmes, ensures assessment is rigorous and that children's learning is rapid from the outset. Outcomes for children are excellent.
- The childminder has a natural warmth that is shared with the children in her care. She fosters children's strong emotional attachments exceptionally well. This helps children to settle quickly and become ready to learn. Furthermore, consistent meaningful praise ensures children learn how to behave well and, over time, develop empathy for others.
- The childminder provides an excellent range of opportunities for children to learn about similarities and differences between themselves and others in the local and wider community. Children freely play with toys and resources that depict positive images of diversity. They explore their own festivals and learn about festivals others celebrate around the calendar year.
- The childminder takes children on exciting outings that support and enhance their interest and learning. For example, she regularly takes children to the local forest school. Here, under close supervision, children have great fun as they explore the forest for creatures and use natural materials to make spider twigs. Children also gather their own natural resources to take back to use in other activities.

What the setting needs to do to improve further

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

- implement the excellent plans already in place to develop teaching further, to inspire and enhance children's already rapid learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has 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 persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Mary Henderson

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder robustly checks all areas of her home and closely supervises children at all times. She keeps her child protection training regularly updated. The childminder knows what to do and whom to contact should she have any concerns about a child in her care. This ensures children are kept safe and well. The childminder's self-evaluation is excellent and includes the views of parents and children. As part of self-evaluation, the childminder has identified that there is the opportunity to enhance her teaching skills even further through ongoing training. She knows this will promote children's already excellent learning and development to an even higher level.

Quality of teaching, learning and assessment is outstanding

The childminder skilfully encourages children to recall their interest in nature. Children talk about the crab apples, conkers and twigs they collected to use as tools in their painting activities as they make connections in their play. They identify different colours of paint as they mix these and make prints on paper. The childminder uses excellent questioning techniques that enhance children's critical thinking and language skills. She uses planned and spontaneous opportunities to encourage children's counting and shape recognition. The childminder provides a wealth of opportunities for children to learn about animals. For example, children develop high levels of empathy for living things as they regularly visit the farm where they learn how to care for various animals. The childminder extends children's learning further as they visit the aquarium and learn about mammals and fish.

Personal development, behaviour and welfare are outstanding

The childminder ensures children have optimum opportunities to be physically active. Children take manageable risks as they use the garden equipment to climb, balance and develop their pedal skills. They are highly motivated and challenge their skills further through regular visits to parks and soft-play venues. The childminder provides a wealth of healthy options for children to try at snack and meal times. This all helps children to develop their growing awareness about the importance of a healthy lifestyle.

Outcomes for children are outstanding

All children become increasingly confident and self-assured as they lead their own learning. They freely choose books to read in the comfy area and demonstrate their imagination very well as they giggle and play with the puppets. Children become highly excited as they play shops and pay with money at the play till. They make further connections in their play as they use calculators to add up the cost of their play food. Children develop their sensory play exceptionally well. For example, they mix natural resources with soil and water as they make their own concoctions at the mud kitchen.

Setting details

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| Unique reference number | EY540645 |
| Local authority | Staffordshire |
| Inspection number | 10079428 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 8 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | Not applicable |

The childminder registered in 2016 and lives in Rugely, Staffordshire. She operates all year round, from 7.30am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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