

Childminder report

Inspection date	13 December 2018
Previous inspection date	24 September 2015

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

This provision is outstanding

- The childminder has worked extremely hard to improve the quality of the setting since the last inspection. She has addressed the recommendations raised and enhanced many other aspects of her practice.
- The childminder has an excellent knowledge and understanding of the individual current and future learning needs of children in her care. She uses her skills and expertise to maximum effect to observe, assess, and plan interesting and challenging activities to help children to move on to the next stage in their learning. Children make high rates of progress. They are confident and motivated learners.
- The childminder provides children with a rich, imaginative and simulating environment, and an exceptional range of opportunities to develop across all areas of learning. Children demonstrate high levels of engagement in activities.
- Children develop extremely close relationships with the childminder and strong friendships with each other. The childminder is extremely caring and attentive. Care practices are extremely successful in helping to promote children's excellent health and well-being. Children develop exceptional levels of emotional security and self-esteem.
- Partnerships with parents and other early years providers are outstanding. The childminder works closely with parents and highly effective systems are in place to share information about children's care and learning. This helps to strengthen links between the setting and home, and promote excellent consistency and continuity for all children.
- The childminder is an excellent role model for her assistant. She identifies his training needs and provides a wide range of opportunities for him to develop his knowledge and skills further.

What the setting needs to do to improve further

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

- continue to enhance the highly effective programme of professional development to consistently drive and sustain the already outstanding quality of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to children and the childminder throughout the inspection.
- The inspector completed an evaluation of a planned adult-led activity with the childminder.
- The inspector looked at relevant documentation, including a sample of policies and procedures, children's learning records and evidence of the suitability of the childminder and other adults living and working on the premises.
- The inspector took account of the views of parents from written feedback obtained by the childminder.

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder has an excellent knowledge of the referral procedures to follow should she have concerns about the health or welfare of a child. She is a valued member of the local authority childminding network, where she shares her excellent practice with other early years practitioners. The childminder closely monitors children's progress and shares this information with parents. This helps her to identify any gaps in their learning and seek external intervention, if needed. Self-evaluation is extremely effective. The childminder is exceptionally enthusiastic and consistently seeks out opportunities to improve her knowledge and skills, and keep up to date with new initiatives and legislation. The childminder recognises the importance of continuous enhancement of her professional development to help to further develop her knowledge and skills.

Quality of teaching, learning and assessment is outstanding

The childminder is highly skilled at extending children's play and learning. She uses an extensive range of teaching strategies to help children to make the best possible progress. The childminder is highly effective at enhancing children's communication and language skills. For example, she asks questions such as, 'What are scissors used for', introduces new words to extend children's vocabulary and provides a running commentary to describe what children are doing. Children thoroughly enjoy listening to stories. They snuggle up on the childminder's knee and listen attentively. Young children point to the pictures in the book and older children trace over the words with their fingers. Children have an extensive range of opportunities to develop superb small-muscle skills, in readiness for writing. They draw lines and zigzags, and ascribe meaning to the marks that they make. Children draw complex figures, which show a head, body, arms, legs, eyes, eyebrows, nose, mouth, ears and hair.

Personal development, behaviour and welfare are outstanding

Children concentrate and persevere with tasks, such as fastening poppers on dolls clothes, for long periods. They constantly tell the childminder, 'I can do it all by myself' and beam with pride when they achieve what they set out to do. This helps to enhance their confidence and self-esteem. The childminder makes excellent use of the facilities offered in the local community. For instance, children access story and rhyme time at the library and messy play activities in the community centre. This helps children to socialise with adults and children away from the childminder's home and enhance their knowledge of people and communities beyond their own experience. The childminder is an excellent role model and plays alongside children to teach them how to share and take turns. Children's behaviour is exemplary.

Outcomes for children are outstanding

Children make rapid progress based on their individual starting points. Some children achieve beyond typical levels of development for their age in some areas of learning. Children develop an exceptionally wide range of skills that help to give them a firm foundation for future learning and are extremely well prepared for the eventual move on to school.

Setting details

Unique reference number	510175
Local authority	Oldham
Inspection number	10065372
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	12
Number of children on roll	11
Date of previous inspection	24 September 2015

The childminder registered in 1994 and lives in Oldham, Lancashire. She holds an appropriate early years qualification at level 3 and occasionally works with an assistant. The childminder operates all year round from 7am to 5pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two- and three-year-old children.

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