

# Childminder report

<b>Inspection date</b>	17 January 2019
Previous inspection date	9 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Met	<b>1</b>
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 experienced childminder's teaching is consistently of the highest quality. She demonstrates a superb understanding of how children learn. Children make very swift and sustained progress from their starting points.
- The childminder promotes children's communication skills extremely effectively. Children acquire an advanced vocabulary in the context of meaningful experiences that absorb their attention and interest. Pre-school children talk animatedly and expressively about their ideas. They ably make links between past and future events.
- Parents praise the positive and happy environment that the childminder creates in her home. They report that children come home with 'big smiles and full bellies'. Children are eager to tell parents all about their adventures at the childminder's provision. Parents say that the childminder helps children to become confident and self-assured individuals.
- The childminder makes skilful and insightful observations of children's learning. She accurately assesses and closely tracks children's learning. She knows each child extremely well and makes sure that she plans activities that excite and challenge them.
- The childminder forms close and effective partnerships with other professionals. This is exemplified when she shares detailed information about children's development and progress with other settings that they attend. This helps to promote continuity in children's care and learning extremely well.

## What the setting needs to do to improve further

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

- evaluate the impact of working with parents, to support children's learning at home even more effectively.

### Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She discussed a planned activity with the childminder. She assessed the impact that interactions and activities have on children's learning.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

**Inspector**  
Susan King

## Inspection findings

### Effectiveness of leadership and management is outstanding

The childminder demonstrates that she is highly ambitious for the future well-being and achievement of the children in her care. She continuously challenges herself to improve her practice. For example, she reviewed her systems for checking and reporting children's progress from their starting points. Her summaries of children's attainments are now even more meticulous and informative. Safeguarding is effective. The vigilant childminder confidently demonstrates her strong understanding of Local Safeguarding Children Board guidance and procedures. She undertakes training that deepens her understanding of child protection matters.

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

The childminder expertly extends children's knowledge of numbers. She weaves opportunities for children to count and calculate into every activity and daily routine. The childminder also teaches children to understand simple fractions. For example, children concentrate hard as they accurately divide modelling dough into two halves, then carefully cut each half into several equally sized pieces. The childminder gently narrates and comments on children's actions and so the language of fractions is seamlessly incorporated into purposeful play. Parents feel encouraged and inspired to continue children's learning at home. The childminder plans to work in partnership with parents to extend children's learning at home even further.

### Personal development, behaviour and welfare are outstanding

Children form extremely positive relationships with the dedicated childminder. She unfailingly promotes children's positive behaviour. As a result, children develop self-control, alongside an ability to make informed choices and decisions about their actions. Children learn how a balanced diet contributes to their good health. For example, they know that consuming sweets and sugary drinks can accelerate tooth decay. The childminder teaches children to understand their own feelings and consider the feelings of other people. For example, they discuss how it feels when children exclude other children from games. The childminder rigorously follows robust policies and procedures that help her to keep children safe.

### Outcomes for children are outstanding

Children acquire the skills, knowledge and confidence that prepare them extremely well to start school. They develop independence and self-assurance and demonstrate advanced knowledge and understanding for their age. Pre-school children add and subtract groups of items in their play. They begin to understand that a given number can be divided in different ways. Children are inventive and imaginative in their thinking. This is demonstrated when they create small-world scenarios and devise complex storylines for the fictional characters who inhabit them. Children understand that sounds are represented by written letters. Pre-school children recognise and begin to write their own names.

## Setting details

<b>Unique reference number</b>	EY298117
<b>Local authority</b>	Halton
<b>Inspection number</b>	10083406
<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>	2 - 13
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	9 December 2013

The childminder registered in 2005 and lives in Widnes. Her provision operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

