

# Childminder report

<b>Inspection date</b>	21 January 2019
Previous inspection date	14 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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 quality of teaching is outstanding. The highly-qualified and experienced childminder shows a superb understanding of how children learn and develop. She skilfully differentiates activities to help her to ensure that children of all ages achieve the best possible outcomes. Children are continuously challenged in their learning and this supports them to make wonderful progress.
- Children are tremendously happy and form exceptional relationships with the childminder. She conducts home visits to help her to get to know children and their families before they start at the setting. Subsequently, she fully understands children's individual needs. She offers an abundance of reassurance, praise and encouragement. This superbly helps to promote children's emotional well-being, confidence and sense of belonging.
- Partnerships with parents are exceptional. Parents are fully involved in their children's learning and are continuously encouraged to share experiences and achievements from home. The childminder shares a wealth of information and offers advice and guidance where needed. Parents' feedback about her provision is extremely positive.
- The childminder has an astute awareness of the strengths and weaknesses of her provision. She has determined highly relevant goals to help maintain her excellent provision and improve outcomes for children even further. The childminder is passionate about continuously developing her knowledge and skills. She attends a wealth of training and engages in her own professional research in her drive to provide an exceptionally high-quality service.

## What the setting needs to do to improve further

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

- implement plans to further enhance the outdoor learning environment and evaluate the impact this has on outcomes for children.

### 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 with children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Children are extremely well protected because the childminder has an excellent understanding of her role and responsibility in safeguarding children. She maintains meticulous paperwork and implements a robust range of policies to support her excellent practice. The childminder is extremely hardworking, enthusiastic and conscientious. She continuously and methodically monitors children's progress, using her detailed and accurate assessments and observations. This enables her to swiftly identify where any children may need additional support. The childminder reflects deeply on her practice and is continually thinking about ways to further enhance the setting. For example, she has identified further improvements that could be made to the already wonderful outdoor learning environment. She hopes to include a 'natural' maths area and further opportunities for children to learn about growth and decay.

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

Activities and experiences are extremely well planned to cover all areas of learning and reflect children's emerging interests. Children frequently engage in learning walks where they are encouraged to notice signs in the environment, numbers and sounds. The childminder's skilful interactions are expertly used to extend and enhance children's learning. For example, a child notices a ruler and brings it to the childminder, asking her what it is. The childminder takes time to explain the numbers and what the ruler is used for. She demonstrates this as she measures the height of children as they stand against a wall, encouraging them to count and recognise written numerals. The childminder extends learning for the older children as she talks about taller and shorter, more and less. Younger children absorb this information and later return to play independently with the ruler, mimicking what they have seen the childminder do earlier on.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is excellent. They are polite, kind and considerate. The childminder is an exceptional role model who effectively models how to behave towards others. She sensitively communicates her high expectations to the children who demonstrate a perseverance and a willingness to succeed. They understand right from wrong and remind each other to share toys as they play and to sit nicely. Children feel valued and accepted and are incredibly confident. The childminder provides wonderful opportunities for children to learn about the wider world around them. They have an abundance of opportunities to be physically active as the childminder enthusiastically teaches children how to stay safe and be healthy. For example, children feel their heart beat after they have been running and talk about their blood pumping round their bodies.

### Outcomes for children are outstanding

Children are naturally inquisitive and are independent learners who make excellent progress. They acquire superb skills that they need for the next stage in their learning and school. There is a sharp focus on supporting children's emerging language skills. Following the childminder's modelling, children continuously engage in conversations. They are encouraged to think, problem solve and develop their own ideas. They show a fondness for books, predicting what will happen next as they listen intently to stories.

## Setting details

<b>Unique reference number</b>	EY418409
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10066783
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	14 October 2015

The childminder registered in 2010 and lives in Astley, Greater Manchester. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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