

Childminder report

Inspection date	23 January 2019
Previous inspection date	7 July 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

This provision is outstanding

- The experienced childminder demonstrates her impressive knowledge of the early years foundation stage and of child development. She has high aspirations for all children in her care. She plans stimulating and enjoyable activities that are carefully designed and adapted to be consistently responsive to children's needs and interests. All children make rapid progress in their learning.
- Partnerships with parents are extremely strong. Parents are actively and fully involved in their children's learning and development. The frequent two-way exchanges of meaningful information between parents and childminder support the best outcomes for children. Parents are wholly positive about the care and experiences that children enjoy with the childminder.
- The childminder is an incredibly positive role model for children. She regularly encourages children of all ages to practise their superb independence skills. For example, young children feed themselves with a spoon and tidy up mark-making resources after play. The childminder frequently praises them for their achievements. Children's behaviour is exemplary.
- Children are wonderfully happy and settled in the childminder's warm and welcoming home. They readily approach her for cuddles and relish the very positive interactions that they have with her. Children show that they feel safe and confident and have an exceptionally secure bond with the childminder.
- Children regularly enjoy a variety of exciting outings into the local community. For example, they have fun visiting parks, woodland, beaches and other places of interest. This helps them develop a very good understanding of the world around them and provides plenty of opportunities to mix with other people.

What the setting needs to do to improve further

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

- continue to target the programme of professional development precisely, to help maintain, and improve even further, the high quality of teaching and learning.

Inspection activities

- The inspector observed teaching activities and assessed the impact of these on children's learning.
- The inspector spoke with the childminder and children, at appropriate times, throughout the inspection.
- The inspector completed an evaluated activity with the childminder.
- The inspector looked at documentation, including the childminder's self-evaluation and evidence of the suitability of adults living at the premises.
- The inspector took account of the views of parents, expressed in written feedback.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of leadership and management is outstanding

The childminder has a clear and ambitious vision, informed by the views of parents and children, of how to continue to enhance even further the quality of her provision. This includes careful planning to maintain her strong commitment to continued professional development. She ensures that the ongoing learning she accesses has a highly positive impact on children's development. Safeguarding is effective. The childminder demonstrates a robust knowledge of safeguarding procedures and policies. She continuously assesses any potential risks to help keep children safe. The childminder swiftly identifies and addresses any gaps in children's learning, seeking support from other professionals as required. Partnership working with other early years providers and schools is firmly established. This helps to support a first-rate continuity of approach to children's learning.

Quality of teaching, learning and assessment is outstanding

The childminder expertly supports the development of children's excellent language and communication skills. She introduces new vocabulary, such as scrunchy, crackle and crunch, to describe the sounds made as young children explore the texture of cellophane. The childminder encourages children to investigate for themselves, for example by looking through the clear material. The childminder skilfully follows children's lead during play and extends their learning in an imaginative and engaging way. For example, young children are engrossed as they find out how to fit wooden rings into cardboard tubes. Children delight in filling and emptying containers with cereals. This helps them to develop their very good physical skills, by using a variety of tools and containers to make scooping and pouring movements. The childminder helps children to consider different mathematical concepts, such as empty, full, little, big, more and not many. This supports the very good development of their early mathematical skills.

Personal development, behaviour and welfare are outstanding

The childminder has a thorough understanding of the needs of families and works extremely closely with parents to offer consistency of nurture and care. She talks to children about keeping themselves safe during activities. The childminder supports children to develop impeccable manners from the start and has very high expectations of their behaviour. Parents compliment the childminder for providing meticulous care and placing their children's welfare as her 'number one priority'. Children regularly enjoy fresh air and exercise and benefit from inviting and nutritious snacks and meals. They follow rigorous hygiene routines, such as wiping their own noses and washing their hands to help prevent cross-contamination.

Outcomes for children are outstanding

Children are exceptionally well prepared for future learning and the eventual move to nursery and school. They are curious learners who are keen to try new activities for themselves. Children develop an excellent range of abilities and are highly motivated to explore the wonderful range of easily accessible resources. They freely practise their early literacy skills, such as mark making on chalk boards and paper. Young children concentrate for significant periods of time relative to their ages.

Setting details

Unique reference number	953980
Local authority	Durham
Inspection number	10062697
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	5
Date of previous inspection	7 July 2015

The childminder registered in 1992 and lives in Meadowfield, near Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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

