

Childminder report

Inspection date	6 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Not applicable	1
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 is highly qualified and has an excellent understanding of the learning and development requirements. He uses his knowledge extremely well to ensure children achieve excellent outcomes.
- Teaching is excellent and children are highly motivated to learn. The childminder knows children and exactly what they can do exceptionally well. The childminder uses his highly stimulating and inspiring learning environment to provide challenging activities that help children make rapid progress in their learning.
- The childminder effectively monitors children's progress and immediately addresses any identified weaknesses. This supports children's achievement and closes any possible gaps in their learning.
- The childminder is an excellent role model. He inspires and enthuses children to explore, solve problems and develop their knowledge and understanding to a high level. Children share exceptionally warm and caring relationships with the childminder. The behaviour of children is exemplary.
- Partnerships with parents are highly effective. From the outset, parents are involved in the sharing of detailed information to establish what children already know and can do. Parents are fully informed about their children's ongoing progress. The childminder provides activities for the parents to share with their children at home to support their next steps in learning.
- Children have superb opportunities to learn about the diverse world in which they live. For example, they regularly visit a local care home to join in with crafts and singing. They build warm friendships with some of the residents. Children learn about disability and how people can be supported, such as when they meet and find out about hearing dogs for deaf 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 embed the already comprehensive self-evaluation procedures that help to identify precise improvements and maintain the highest levels of practice.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning. The inspector jointly evaluated the quality of teaching with the childminder.
- The inspector observed interactions between the childminder and children present. She spoke to the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of adults living on the premises and the childminder's qualifications.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder is extremely knowledgeable about child protection. He has robust procedures to be followed in the event of a concern about a child. The childminder keeps himself up to date with wider safeguarding issues. He has established strong links with local schools and providers. Together, they share ideas and information to support their practice. The childminder works with his co-childminder, parents and children to evaluate the service provided and identify areas for improvement. Any suggestions by parents are swiftly implemented. The childminder recognises that his self-evaluation needs to be embedded and identify even more precise targets. He intends to prioritise areas which will have the greatest impact on outcomes for children. The childminder has a comprehensive programme for his professional development. He ensures his knowledge and skills are continually developed to enhance his practice through training and research.

Quality of teaching, learning and assessment is outstanding

The childminder and co-childminder work skillfully together, asking children questions, demonstrating and explaining. The childminder is highly responsive to children's needs and interests. He provides sharply focused activities to teach children precisely what they need to learn next. For example, young children learn to count with increasing accuracy as they plant the correct number of seeds in numbered plant pots outside. Older children recall their visit to the local garden centre. The childminder uses a variety of resources to engage children in learning how plants grow. For example, children curl up on the floor like a seed. The childminder demonstrates that if they are too close together they will not have room to grow. After being watered with a spray and given some sun, the children are covered with a blanket to keep the 'seeds' warm and enable them to grow.

Personal development, behaviour and welfare are outstanding

Children are extremely happy and settled. They clearly enjoy the time they have at the setting. Children develop superb relationships with each other and the childminder. They develop an excellent understanding of democracy, rules and boundaries which they demonstrate during their play. Children understand how to keep themselves healthy and follow excellent hygiene routines. They talk about food that is good for them and the impact on their heart and circulation when they exercise. At mealtimes, the children are shown some of the ingredients in their meal, such as a leek. Children use their senses to examine the vegetable and discuss how it grows.

Outcomes for children are outstanding

Children are exceptionally well prepared with the skills and knowledge they require when they start school. All children interact well together. They take turns and share resources. They are encouraged to develop their independence from an early age, such as putting on their own shoes and coats. Older children confidently engage in a wide variety of activities which require them to use their knowledge and skills. For example, they write notes during their role play, link sounds to letters and talk about the consequences of actions. Children show a strong interest in books and listen carefully to stories.

Setting details

Unique reference number	EY547585
Local authority	Staffordshire
Inspection number	10095001
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Stone in Staffordshire. He operates all year round from 7.30am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status and provides funded early education for two-, three- and four-year-old children. He works with a co-childminder.

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