

Childminder report

Inspection date	7 May 2019
Previous inspection date	20 November 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 childminder demonstrates excellent leadership skills, through which she ensures that her assistants perform to an extremely high standard. She provides carefully targeted and meaningful training opportunities that staff use extremely effectively in their brilliant teaching. Staff gain qualifications and use their new skills to greatly improve the outcomes for children.
- The childminder and her team understand precisely what makes each child who they are. They have an extensive knowledge of children's learning styles, interests and developmental needs. They use this exceptionally well in both planned and unplanned activities, to ensure children meet the personal targets they have carefully set for them.
- Children, including those with special educational needs and/or disabilities, make excellent progress from their starting points. They have exceptional opportunities to develop physical control and strength that have contributed greatly to help all children achieve or exceed the typical outcomes for their ages in physical development.
- The childminder strongly promotes healthy lifestyles. She is highly successful in providing activities that promote positive attitudes to nutritious foods. For example, children learn where food comes from as they plant vegetables and eagerly collect eggs from the chickens. Children demonstrate a love for nutritious foods in the requests that they make at lunchtime.
- Parents enthuse over the excellent means of communication the childminder uses and know exactly how they can support children at home. They all share vital information about children's behaviours, interests and achievements at home. Staff use this with precision to form a full understanding of the children. This results in extremely high levels of continuity in care for children.

What the setting needs to do to improve further

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

- enhance even further the opportunities for babies and toddlers to develop early social skills.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder, her assistants and the children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's and her assistants' qualifications and suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress and of the assistants' teaching skills.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder and her assistants have an extremely strong understanding of how to recognise if a child's welfare is at risk. They know precisely what to do if a concern arises. The childminder shows huge ambition to continually raise children's outcomes even higher. For example, she is particularly proud of the relaxation area she has created. She has noticed that the meditation sessions she offers have been greatly beneficial in helping children to manage their feelings. The childminder monitors children's progress meticulously to assess the effectiveness of teaching. She recently noticed that observations were not covering all areas of learning equally and took decisive action to change this.

Quality of teaching, learning and assessment is outstanding

The childminder and her assistants show exceptional skill in allowing children to involve themselves in play and observing where their interests lie before interacting to build on these. For example, when children are fascinated by a huge pile of sand that has 'appeared' in the woods, they explore and wonder where it came from. Staff allow children to let their imaginations run free and tell stories about dragons visiting the woods. They use exceptional teaching skills to extend children's learning. Staff use carefully worded questions to help children learn about shape and space, develop vocabulary and solve problems. They challenge children very well. For instance, when children want to cut their 'cake', staff encourage them to explore different objects to see which one works best.

Personal development, behaviour and welfare are outstanding

Highly effective key-person systems help to ensure that children develop very strong relationships with the staff. This is obvious when toddlers 'check in' with their key person by touching their hands before going on to make their next wonderful discovery. Children behave impeccably and respect each other greatly. Older children play together intently, chatting about the games they have made up. The youngest toddlers involve themselves actively in play with the older children. However, on rare occasions, toddlers are positioned away from the older children and miss the excellent socialisation they usually benefit from. The childminder supports children extensively to ensure they feel ready to move on to new settings. For example, she actively familiarises them with the local school by visiting frequently.

Outcomes for children are outstanding

Children demonstrate very high levels of independence and confidence. Every child engages intensively in play of their choosing. Some dig, some go on treasure hunts and some explore. Children show an immense desire to learn and to make discoveries. For example, they eagerly but carefully explore and discuss the properties of a caterpillar. Children have excellent opportunities to develop skills that will help them in their future learning. For instance, they enjoy sessions that teach them about the sounds that letters represent and help them to develop their speech. They demonstrate these skills as they make up funny songs with nonsense words and rhymes. Children use their superb number skills at every opportunity, including to count and check the amount of chickens.

Setting details

Unique reference number	EY241618
Local authority	West Sussex
Inspection number	10066608
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	18
Number of children on roll	32
Date of previous inspection	20 November 2015

The childminder registered in 2003 and lives in Rudgwick, West Sussex. The childminder has four assistants, of whom two work with her each day. Of her four assistants, two hold relevant early years qualifications at level 3, as does the childminder. The childminder operates her service from Monday to Friday from 7.30am until 6pm. She operates from her home but also has private woodland which children go to daily. The childminder is in receipt of funding for early years education for three- and four-year-olds.

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