

Childminder report

Inspection date	19 July 2019
Previous inspection date	17 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	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 an inspirational teacher. He works tirelessly to create a highly stimulating learning environment for children. Children have freedom to explore the amazing outdoor space. They collect flowers and leaves to paint with, create 'boats' out of large blocks and play imaginative games for hours with their friends.
- Children show very secure emotional attachments with the caring childminder. They regularly invite him to join in with their play, relishing his imaginative storytelling and role play. For instance, children excitedly show the childminder the 'trap' they have made for a 'chicken dinosaur'. They keep him updated with what is happening in their games using pretend walkie-talkies.
- The childminder works extremely well with his co-childminder and assistant. He has detailed and comprehensive policies and procedures in place which underpin the smooth running of the setting.
- Parents receive regular and thorough feedback about their children's learning and development. They speak extremely highly of the childminder, saying he provides a 'fantastic setting' which is a 'great place for children to learn and grow'. They are particularly pleased with how the childminder shares information with other early years settings and school. Parents feel that their children are highly prepared for their imminent move on to school.
- Children of all ages consistently show the characteristics of effective learning through their play and learning. They create in-depth imaginative games with their friends.
- Children's behaviour is exceptional. They listen attentively and are excited to join in with the wide range of activities. Children are kind, polite and spontaneously share resources with their friends.
- Younger children show high levels of confidence and are keen explorers. Older children talk confidently, negotiating plans and asking questions to further their understanding. Children make rapid progress towards the early learning goals.

What the setting needs to do to improve further

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

- continue with the already incisive evaluation of the quality of teaching, extending the highly effective coaching and professional development for assistants even further.

Inspection activities

- The inspector observed activities indoors and outside. She evaluated the impact of these activities on children's learning and personal development.
- The inspector evaluated the success of activities with the childminder. She spoke with him about his self-evaluation and development plans.
- The inspector viewed documentation, such as evidence of suitability for those living and working on the premises, and a sample of policies and procedures.
- The inspector gained the views of parents and children through verbal and written feedback.
- The inspector had a tour of the childminder's home and garden. She spoke to the childminder's assistant and co-childminder.

Inspector

Helen Hyett

Inspection findings

Effectiveness of leadership and management is outstanding

The qualified childminder continually updates his knowledge through research and training. He is currently involved with a project to inspire other practitioners to create intriguing outdoor environments for children. Safeguarding is effective. The childminder has a robust knowledge of signs that may indicate a child is at risk from harm and knows how to report concerns. The childminder works closely with his co-childminder to evaluate practice and plan ongoing improvements. He quickly notices gaps in children's learning through accurate assessments and helps these to close through carefully targeted teaching. The childminder provides expert coaching to his assistants, working with them to reflect on their practice and signposting them to early years research. The childminder is embedding plans to extend his rigorous performance management for assistants even further and share his teaching methods with early years professionals.

Quality of teaching, learning and assessment is outstanding

The childminder has a deep understanding of the curriculum and how children learn. He applies this to everything he does, creating many intriguing areas for children to play and explore. The childminder knows when to observe children as they play and exactly when to intervene to extend their skills. For instance, he watches children as they create structures with wooden blocks, asking questions to encourage them to explain their thoughts and think about how to overcome problems. The childminder uses his previous experience in teaching mathematics to skilfully introduce children to number, measure and how to estimate quantities. He enthusiastically inspires children to learn as he becomes highly absorbed in their games. Children continually learn new words, as the childminder models these in play and helps children understand their meanings.

Personal development, behaviour and welfare are outstanding

Children's personal development is at the heart of the childminder's service. He continually promotes their emotional well-being, valuing their ideas and offering specific praise for their determination. Many children choose to play outdoors for hours on end, as the childminder helps them to take appropriate risks and exercise their muscles. They run, climb and negotiate space as they play. Children excitedly collect helmets to ride the 'horse' the childminder has created from wooden pallets and a riding saddle. They use a large steering wheel to excitedly 'drive' their 'dinosaur car'. The childminder draws on his own culture and languages to teach children about communities around the world. He promotes respect for others and their beliefs. The childminder takes children to visit their new classroom at school and they talk excitedly about their teachers.

Outcomes for children are outstanding

Children are confident and motivated learners. They are highly imaginative and show concentration and determination as they play. Younger children walk and balance well, negotiating their way up and down low steps in the garden. They develop their confidence to use words to communicate and spontaneously hug their friends. Older children enthusiastically collect and name herbs from the garden. They excitedly talk about the colours they mix and use words such as 'camouflage' to describe their pictures. Children count to solve problems and listen to stories with enjoyment.

Setting details

Unique reference number	256662
Local authority	Norfolk
Inspection number	10112997
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	12
Number of children on roll	22
Date of previous inspection	17 June 2015

The childminder registered in 1998 and lives in Bracon Ash, near Mulbarton, Norfolk. He works with his wife, who is also a registered childminder, and with assistants. The childminder holds a relevant qualification at level 2. Two of his assistants hold qualifications at levels 2 and 3. He operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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