

Childminder report

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| Inspection date | 16 July 2019 |
| Previous inspection date | 29 May 2015 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | 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 has a superb knowledge of the early years foundation stage requirements. She uses her comprehensive knowledge and understanding of her policies and procedures to promote children's safety. Children's well-being is of an extremely high priority.
- The quality of teaching and interactions between the childminder and the children is of an exceptionally high standard. The childminder has high expectations of what children can achieve. Children are articulate talkers and are confident to discuss and demonstrate the learning that has taken place. All children thrive during their time at the setting.
- Children's behaviour is excellent. The childminder has created a calm and relaxed atmosphere for children to learn and grow. Children are very happy and settled as a result. The childminder is an excellent role model and is respectful to children at all times. As a result, children are respectful and courteous to others and display impeccable manners.
- The childminder has superb relationships with parents and other professionals. Parents provide written feedback about children's learning and work in partnership with the childminder to build on next steps. Parents speak highly of the childminder and say they are regularly kept updated about children's progress.
- Teaching is outstanding. The childminder has a deep understanding of how children learn and develop. She uses her expert knowledge to create interesting, challenging and motivational activities for children. For example, children create pictures using shapes. They carefully pin shapes to a cork board. This helps to develop the muscles in their hands in preparation for early writing.
- The childminder creates highly focused plans to support children to achieve the next steps in their development. She uses strong teaching techniques to support children to make rapid progress in their learning.
- The childminder has carried out a highly robust self-evaluation of her teaching skills. She is passionate about her ongoing professional development.

What the setting needs to do to improve further

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

- continue to build on professional development opportunities to sustain the excellent quality of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed written feedback from parents and took account of their views.
- The inspector reviewed documents, including policies and procedures, qualifications and evidence of suitability of those who live in the household.
- The inspector viewed the areas of the childminder's home used by the children inside and outside.

Inspector

Paula Graves

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder has kept her robust understanding of local safeguarding policies and procedures refreshed through regular training opportunities. She has an in-depth knowledge of the signs that would cause concern about children and she understands who to report her concerns to. The childminder completes rigorous risk assessments to identify hazards in her home and when on outings. This results in children's safety being consistently maintained, further protecting them from harm. The childminder monitors children's progress extremely well to identify any gaps in learning. She provides targeted support to ensure children make rapid progress from their starting points. The childminder works with a variety of professionals to support other childminders to enhance their provision. She has exceptionally strong links with local schools and has plans to develop the already excellent transition process.

Quality of teaching, learning and assessment is outstanding

The childminder has an exceptional knowledge of how to support children's language development. Children demonstrate an excellent vocabulary and understanding during their conversations with her. For example, she introduces rich, new language such as 'swordfish' and 'streamlined' when discussing how the swordfish has a streamlined nose to help it swim faster. In addition, the childminder reads stories and skilfully asks children questions to help extend their thoughts. She also provides books for parents to borrow to encourage reading at home. Babies are confident learners who freely enjoy exploring resources. For example, they learn about texture as they explore a variety of natural materials, such as sponges. They also explore the sounds metal pots and pans make when they bang them with wooden spoons in the garden outside.

Personal development, behaviour and welfare are outstanding

Children learn about healthy lifestyles as the childminder provides a healthy and nutritious range of home-cooked meals and snacks. Children attend local farms to pick fruit, helping them to learn about where their food comes from. They enjoy preparing and eating the fruit they collect. Children visit local parks, play centres and trampoline parks. This helps to develop the large muscle groups in their bodies. Children develop confidence in their own abilities. For example, older children independently follow recipes and measure ingredients to make play dough during creative activities. Younger children, including babies, are encouraged to eat their food independently. Children attend sing-and-sign classes to help support their understanding of people and communities beyond their own. In addition, these classes further support children's language development.

Outcomes for children are outstanding

Children make high rates of progress from their starting points. They learn valuable communication, mathematical, physical and social skills. These help to prepare them for the next stages in their learning, including when they go to school. Children feel very confident in the childminder's home and have developed secure attachments to her. Children benefit greatly from her involvement in their play. For example, she encourages children to use their knowledge of phonics (letters and the sounds they represent) to begin to spell and write their names.

Setting details

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| Unique reference number | EY308983 |
| Local authority | Wigan |
| Inspection number | 10109720 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 10 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Date of previous inspection | 29 May 2015 |

The childminder registered in 2005 and lives in Wigan, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder has an early years qualification at level 4.

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