

Childminder report

Inspection date	2 August 2019
Previous inspection date	30 September 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 experienced childminder makes excellent use of the local area and teaches children about the features of the natural world. Children are immersed in learning about farming and wildlife. They talk confidently about what they know and make connections in what they see. For example, they excitedly discuss whether the combine harvester will turn the hay today or tomorrow.
- The childminder understands the importance of providing children with enriching experiences. She regularly takes the children on exciting outings to the seaside, riverside and local events held in the community. She understands how these opportunities contribute to deepening children's experiences of the wider world.
- The childminder has established excellent working relationships with parents. She offers highly pertinent guidance to support them in developing strategies that help them guide their child's development at home. Parents say they have a great amount of respect for the childminder and highly value her input on child-rearing practices.
- The childminder is highly resourceful in creating a network of support with professionals. She meets regularly with other childminders for training. She shares ideas and advice for developing and maintaining high standards of practice.
- Children play extremely cooperatively together and solve conflicts easily, mostly without adult intervention. When creating a bug hotel together, they work out how they can share items fairly.
- The quality of teaching is inspirational. It is rooted in the childminder's deep understanding of how children learn. The childminder uses highly skilful questioning exceptionally well to motivate children to solve problems and to encourage their natural inquisitiveness.
- The childminder makes excellent use of any new knowledge gained from research or training. She demonstrates an exceptional drive to provide superb provision for every child.

What the setting needs to do to improve further

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

- continue to strengthen the partnerships with parents to maintain the already successful shared approach to their child's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector spoke to parents and also took account of written testimonials.

Inspector

Amy Quinton

Inspection findings

Effectiveness of leadership and management is outstanding

The childminder is uncompromising in her pursuit of excellence. She rigorously evaluates her practice and identifies extremely focused areas for development. The childminder is exceptionally proactive in ensuring children have experiences outside her setting. For example, she takes them to a cafe where they learn how to order and pay for their meal. Safeguarding is effective. The childminder has an excellent knowledge of the possible risks to children's welfare and knows how to report concerns promptly to the appropriate agencies. When a child attends more than one setting or moves from another setting, the childminder seeks parents' permission for her gather detailed information about what children already know and can do. This enables her to make precise assessments of children's capabilities, using the information to accurately track their progress.

Quality of teaching, learning and assessment is outstanding

Children are exceptionally self-motivated in their learning. They use what they find in the environment to make their own bug hotels. Children think critically about how they can make them enclosed so the creatures do not escape. The childminder provides stimulating role-play activities for children based on their interest in nature. When they decide to turn the 'barn' into a 'car wash' instead, the childminder skilfully continues to follow their interest. She provides them with resources such as water and sponges, to support their play and learning. The childminder delights with parents as their children achieve important milestones in their development, such as when their child takes their first independent steps. Parents say their children are making very good progress and are exceptionally pleased. The childminder recognises there is scope to explore more innovative ways for parents to share information about their child's progress.

Personal development, behaviour and welfare are outstanding

Parents praise the home-from-home environment that the childminder offers and their children thrive in. Settling-in processes are built up gradually and based on the needs of each child. As a result, young children separate easily from their parents and are exceptionally happy and settled in the childminder's care. They cuddle up to her and share stories together. During this time, the childminder skilfully adapts her storytelling, using questions and different tones of voice to challenge each child's learning. The childminder has extremely effective procedures in place for managing emergencies on the premises. This is particularly important due to her rural location and ensures children's welfare at the highest level. Children learn to manage their own safety and identify any potential risks during their play. For example, before they climb and jump off equipment, they consider the younger children below. They stop and move objects in their way when playing with the ride-on cars.

Outcomes for children are outstanding

Children make exceptional, sustained progress, rapidly developing the key skills they need to be ready for school. They quickly become independent learners, showing high levels of curiosity. Children have superb language skills for their age and use them very effectively to communicate their ideas. They listen intently to stories and follow complex instructions.

Setting details

Unique reference number	250785
Local authority	Suffolk
Inspection number	10113111
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	6
Number of children on roll	13
Date of previous inspection	30 September 2015

The childminder registered in 1989 and lives in the village of Parham, close to Woodbridge, Suffolk. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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