

Childminder report

| | |
|--------------------------|----------------|
| Inspection date | 21 August 2019 |
| Previous inspection date | 11 May 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 is passionate about the care and learning that she delivers. This is demonstrated through her superb interactions and the challenging learning opportunities that she provides for children.
- The childminder monitors children's progress extremely well. She completes regular, accurate and comprehensive assessments and has a first-rate understanding of children's development. All children make excellent progress from their starting points.
- Teaching is highly responsive to children's interests and individual needs. One example of this is when the childminder takes children to an exhibition about space after children have shown a fascination with the moon.
- Partnerships with parents are exceptional. Families praise the excellent care, support and learning opportunities that the childminder provides for their children. The childminder provides parents with regular feedback to support a consistent approach to their children's learning at home.
- The childminder is particularly attentive and consistently supports children's very positive emotional well-being. She offers children copious amounts of appropriate praise and encouragement. These contribute to the notable levels of self-esteem that children demonstrate.
- The childminder works remarkably well with other settings that children attend. She regularly meets with teachers in the local primary school and shares valuable information about children's development. This helps to provide continuity in children's care and learning.
- The childminder provides excellent opportunities for children to explore the natural world and learn about their local community and environment. For example, children frequently visit parks, museums and libraries and go for walks.

What the setting needs to do to improve further

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

- continue to prioritise planning for the professional development programme to maintain and enhance the excellent practice.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including a sample of policies and evidence of the suitability of adults living in the household.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at the written evidence provided by the parents and took account of their views.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder has an excellent knowledge and understanding of child protection and wider safeguarding issues. She knows the procedure to follow and who to notify should she have any concerns. Precise self-evaluation helps the childminder to plan directly for improvements and to develop her own professional practice. For example, she has identified training to extend her knowledge of types of children's play even further. Parents contribute to the evaluation of the setting through the many detailed discussions they have with the childminder. The childminder meticulously completes online training and regularly meets with other childminders to develop her exemplary knowledge even further.

Quality of teaching, learning and assessment is outstanding

The childminder carefully plans exciting activities that spark children's interest and enthusiasm for learning. For instance, she provides enjoyable opportunities for children to make their own slime. The childminder encourages children to predict what will happen when they add each ingredient to the mixture and to use words that describe the texture. Children become absorbed and engrossed and concentrate wonderfully well. The childminder supports children's communication and language skills extremely effectively. Through her gentle approach she introduces new vocabulary and uses exceptional skills to encourage children to think. The childminder varies her questions to extend children's understanding and gives them time to work their ideas through. Children from a young age develop excellent early literacy skills. For instance, they confidently put the letters of their name in the correct order and delight in listening to stories and contributing their thoughts.

Personal development, behaviour and welfare are outstanding

The childminder sets exceedingly effective and consistent boundaries for children's behaviour. This helps them to feel safe and secure. Children's behaviour is exemplary as the childminder teaches them to share, take turns and play happily together. The childminder skilfully promotes children's impressive independence skills. She gives children plenty of time and space to take off their own coats and put their own slipper socks on. This significantly contributes towards children's rapidly growing confidence and very positive attitudes. Children develop a strong understanding of how to keep themselves safe. The childminder superbly supports children to help to assess risks and hazards in their learning environment from a very young age. Meticulous menu planning ensures meals are healthy and nutritious.

Outcomes for children are outstanding

Children are confident and active learners who listen well and can follow simple instructions well. They demonstrate very good self-help skills. For instance, they wash their own hands carefully before eating. Children freely explore the resources in the childminder's welcoming and safe environment and choose for themselves what they would like to play with. They gain an exceptional range of skills that prepare them extremely well for the next stage in their learning and the eventual move on to school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY333956 |
| Local authority | Calderdale |
| Inspection number | 10106325 |
| 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 | 10 |
| Date of previous inspection | 11 May 2015 |

The childminder registered in 2006 and lives in Hebden Bridge, Calderdale. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification equivalent to level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

