

Childminder report

Inspection date: 20 February 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children demonstrate excellent attitudes to learning. They are curious, eager and confident as they explore the exciting environment with their friends. Children create wonderful, imaginative scenarios with toys and giggle as they act out these dramatic storylines together. Children are in no way dependent on the childminder to direct their play. They possess the skills to create their own fun. However, children adore the input of the childminder. They beam with delight when she offers comments or further extends their role-play ideas.

Children's behaviour is exceptional. They show the utmost respect for the childminder and receive the same levels of respect from her. They actively listen and constantly use impressive manners. Children show that they feel safe. They confidently greet the inspector as they have been well prepared for this change in routine by the childminder. Children thrive here. This is partly due to the warm, nourishing relationships they enjoy with the childminder. Children cuddle up close to the childminder to enjoy a well-loved story. They show delight at her use of funny voices and laugh as they try to copy the daddy bear's gruff speech. The childminder truly understands how to enthral children. She captivates their interest and makes learning fun for all.

What does the early years setting do well and what does it need to do better?

- Parents are in awe of this 'fantastic' and 'exceptional' childminder. They comment that they 'cannot express how happy' they are with this 'caring family environment'. Parents feel appreciated and commend the childminder for her excellent communication with them. Parents value that their children 'always come home happy' and attribute this to the dedicated, passionate childminder.
- The childminder's understanding of child development and how young children learn is beyond reproach. She is exceptionally knowledgeable. As a result, the childminder creates a learning environment that is specifically tailored to meet the unique needs of every child. The childminder is able to support children's progress extremely well. She expertly analyses their stages of development and plans activities to challenge them and stimulate their growth. The childminder has high expectations for every child.
- The childminder encourages children to be empathetic. For example, children help the childminder to complete 'random acts of kindness'. Children select members of the community who help others, for example through their jobs. They then buy and deliver a present to that person, expressing their gratitude and appreciation. This understanding of compassion then reflects in children's behaviour. They show care and consideration to their peers that is beyond their years. For example, two- and three-year-old children independently share their toys. They consider the wants and needs of their peers and admirably prefer to

share their enjoyment with others.

- The quality of education is excellent and worthy of dissemination. Children's early literacy and mathematics skills are thoroughly supported. Children confidently use language of measurement and size, count out loud and solve simple mathematical problems. They recall information and character traits from well-known stories and excitedly practise mark making in preparation for primary school. At all times, the childminder encourages children's critical thinking. She uses open-ended questions that encourage children to process and consider their replies. All of this supports children's communication and language development. This reflects in their considerable speaking skills.
- The childminder ensures that she offers meaningful and focused support to her assistant at all times. This means her assistant's knowledge consistently evolves over time. The childminder accurately identifies any strengths and areas for development for both herself and her assistant. As a result, any gaps in knowledge or practice are swiftly targeted and rapidly diminish. The childminder shows genuine pride in the constant professional development of her assistant.
- Children show clear recognition of the difference between right and wrong and confidently use the language of feelings. For instance, children know that their good behaviour makes the childminder feel 'proud'. They talk about how the actions of characters in books impact upon others. This learning is further reinforced when children look after the baby dolls. Children mimic the positive approach the childminder uses by showering their dolls with specific encouragement and praise. For example, they commend their dolls and present them with stickers for 'good sharing' and meeting goals such as 'weeing on the toilet'.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being is of paramount importance to the childminder. She has a robust understanding of the procedures to follow should she have concerns for the welfare of a child. She confidently understands her role in helping to keep children safe. The childminder is securely able to identify any signs and symptoms which may indicate a child is being abused or neglected. This is partly due to her regular safeguarding training. The childminder ensures that her assistant is also suitably aware of safeguarding procedures. The childminder has created a strong culture of safeguarding within this setting, which helps to keep children safe.

Setting details

Unique reference number	EY269456
Local authority	Bolton
Inspection number	10129033
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	14 July 2016

Information about this early years setting

The childminder registered in 2003 and lives in the Horwich area of Bolton, Greater Manchester. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, excluding personal holidays and bank holidays. The childminder holds an honours degree in a relevant early years subject and employs an assistant who is unqualified. She provides funded early education for children aged four years.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The childminder discussed with the inspector the quality of education she offers and the impact this has on children's learning and development.
- During a joint observation, the childminder and the inspector evaluated and discussed the quality of education seen.
- Parents shared their views and experiences of the childminder with the inspector through written feedback.
- The inspector and the childminder engaged in leadership and management discussions throughout the inspection. Relevant documentation was also viewed by the inspector, including evidence of suitability for the childminder and her assistant.
- Interactions between the childminder and children were observed and evaluated by the inspector.

We carried out this inspection 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.

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