

# Childminder report

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|--------------------------|------------------|
| <b>Inspection date</b>   | 12 June 2019     |
| Previous inspection date | 10 November 2014 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Outstanding</b><br>Good | <b>1</b><br>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 works exceptionally well with her co-childminder and strives to continue to develop their excellent practice. Together, they meet children's individual needs and provide high levels of consistency for the children in their care. This helps children to settle very quickly and develop a strong sense of belonging.
- The childminder's excellent teaching skills promote children's learning in all that they do. For example, children gain a huge amount of understanding about the natural world as they help to feed the chickens each day. The childminder skillfully encourages their counting skills and ability to make simple calculations as they carefully collect the eggs.
- Partnerships with parents are highly effective in promoting consistency for children's care and learning. Parents value the childminder's gentle and supportive approach highly and comment that it complements their own style of parenting very successfully.
- Children benefit greatly from the warm and homely environment in which they have access to an extensive range of rich and inspiring learning experiences.
- The childminder's observations and assessments of children's learning are sharply focused on supporting the next steps in their development. She uses this information highly effectively to tailor children's learning and meet their individual needs extremely well. Children make exceptional progress in their learning.

## What the setting needs to do to improve further

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

- encourage parents to contribute more detailed information about children's levels of development when they first start to attend, to establish their starting points even more clearly.

### Inspection activities

- The inspector observed the childminder and her co-childminder engaged in activities with children indoors and outside.
- The childminder carried out a joint observation with the childminder and discussed children's learning.
- The inspector talked to children and the childminder at appropriate times.
- The inspector looked at a range of documents including children's records.
- The inspector looked at written comments from parents and took account of their views.

#### Inspector

Margaret Baird

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder is clear about the signs that might lead to a concern about a child's welfare. She has a very secure understanding of the correct procedures to follow to keep children safe from harm. The childminder supervises children very carefully at all times. She builds on her considerable knowledge and skills by carrying out research, for example. This aids her ability to tailor learning to children's interests and needs exceptionally well. She establishes very effective links with local pre-schools and schools that help children to move on to their future education with confidence and self-assurance. The childminder monitors children's progress meticulously to identify and address any gaps in their learning or in the curriculum. She gathers important information from parents when children start to attend. However, this could be more detailed to enhance her assessment of children's starting points.

### Quality of teaching, learning and assessment is outstanding

Children are highly motivated to learn and become deeply engaged in their play. The childminder uses her considerable expertise to organise resources that inspire children to explore and have huge potential for experimentation and learning. For example, children become engrossed in scooping and handling water beads, learning about their textures and becoming fascinated by the way their colours change in water. The childminder very skilfully plays alongside them to extend their learning as she encourages them to weigh and measure different quantities. Children concentrate for significant periods of time, and gain an excellent understanding of the concept of capacity and extend their mathematical vocabulary.

### Personal development, behaviour and welfare are outstanding

Children are happy and very secure in their familiar routines. For example, they gather together at the start of the day to decide what activities they would like to take part in. This engages their interest and supports their independence and well-being superbly. The childminder takes every opportunity to support children to understand others and develop good relationships with one another. For example, she sensitively encourages children to listen carefully to each other and value what they have to say. The childminder is an excellent role model and treats children with kindness and consideration. Children share and take turns as they play together amicably and their behaviour is exemplary.

### Outcomes for children are outstanding

Children excel in their achievements and gain the skills they need for future learning, including their eventual move to school. They enjoy leading their play and take part in activities with enthusiasm and enjoyment. Children are very confident and capable communicators. They explain their ideas fluently as they play and continue to develop their ever-widening vocabulary. Children show great interest in activities and the world around them. They persevere with challenges as they develop their ideas and become very proud of their many achievements.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 152635                                                                            |
| <b>Local authority</b>             | Cornwall                                                                          |
| <b>Inspection number</b>           | 10069228                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 3 - 4                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 4                                                                                 |
| <b>Date of previous inspection</b> | 10 November 2014                                                                  |

The childminder registered in 2001. She lives in Frogpool, close to Truro, in Cornwall. She works with her mother, who is her co-childminder. The childminder receives free early education funding for children age two, three and four years. She holds a qualification in childcare at level 3.

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