

Childminder report

Inspection date: 14 January 2020

Overall effectiveness	Outstanding
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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 flourish in the care of the exceptional childminder. They take part in a wealth of interesting, enjoyable and exciting activities that capture their interests and motivate them to learn. The childminder has high expectations for children and provides innovative ways to build on their knowledge. Children develop their language skills particularly well through high-quality interactions with her. They listen to stories with eager attention, despite their young age. The childminder skilfully uses props and intonation to keep them transfixed. Children repeat familiar phrases and words, and enthusiastically predict what is yet to come. They giggle as they find out that the baby bear's chair is broken and 'roar' as they create the voice of daddy bear. Children show joy as they access their favourite books while in comfortable and cosy areas of the indoor and outdoor provisions. They are extremely familiar with routines and their behaviour is exemplary. Children's well-being is given high priority. The childminder helps them to develop the language to express their own needs, feelings and emotions. They show that they feel completely safe and secure in her care. Children learn to value and respect others, and develop knowledge about the wider world as they bake cakes and sell them to raise funds for 'Children in Need'.

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

- The childminder has an excellent knowledge of each child's stage of development. She uses this to develop a curriculum that is tailored to their needs and is broad and invigorating. Each day, children benefit from exceptionally well-planned outings in the locality and further afield. The childminder takes resources to provide stimulating learning opportunities outdoors that fill children with awe and wonder. For example, children are thrilled as they visit the local woods where they explore and build dens. They make patterns and creations using natural materials and media, such as foam, paint and dough.
- Children are resilient and develop a strong exploratory impulse. They are interested in music and singing, they imitate actions and move their bodies to sounds they enjoy. The childminder builds on children's interests. For example, she develops activities based on their fascination with a story about a mole who finds something shiny and sparkly sticking out of the snow. Children delight in creating the 'ice diamonds'. They use their senses as they taste and feel the slippery, cold and wet texture of the icicles they have made. They are amazed as they use magnifying glasses to watch the effects that light and colour have on the ice. They make links in their learning and develop role play with polar bears and penguins who live and play among the icy pyramids.
- Children are supported to learn the skills they need for independence and self-care. The childminder helps them to solve problems and 'have a go'. For

example, when a toy gets stuck under a cupboard, children are supported to retrieve it themselves. They choose what they want to eat from the healthy food options provided for them at lunchtime. A superb range of activities encourage children to develop the small muscles in their hands. This helps them to be successful in the use of forks and spoons to feed themselves and to build the skills necessary for early writing.

- The childminder works exceptionally well with parents. They say that she provides their children with amazing first-hand experiences and adventures. They declare that they are thrilled with the ways that she communicates with them to keep them fully involved in their children's learning. For example, parents receive weekly reports, photographs, secure messages and videos. They give credit to the childminder for the excellent progress that their children have made since being in her care. The childminder offers suggestions for ways in which parents can develop children's learning at home. She uses information that parents provide to her to promote continuity in children's experiences. For example, when children have developed an interest at home, the childminder harnesses this. She researches the topic and offers related activities to build on children's knowledge and enjoyment.

Safeguarding

The arrangements for safeguarding are effective.

Everything that the childminder does is in the best interests of children. She is diligent in keeping her safeguarding training up to date. She ensures that she has a current knowledge of the ways to keep children safe from abuse, neglect and exploitation. She understands the action to take if she has any concerns about a child's welfare. The childminder has a clear understanding of wider safeguarding issues. She understands the risks involved in the use of technology and has recently updated her computer to ensure that all information contained within it is secure.

Setting details

Unique reference number	304059
Local authority	Cheshire West and Chester
Inspection number	10128947
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 August 2015

Information about this early years setting

The childminder registered in 1985 and lives in Great Sutton, Ellesmere Port. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Dianne Andrews

Inspection activities

- The childminder explained to the inspector how she organises the provision to meet the learning and care needs of the children attending.
- The inspector spoke to the childminder and children at suitable times throughout the inspection.
- The inspector looked at required documentation and evidence of the suitability of those living on the premises.
- The inspector took account of the written views of parents.

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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