

# Childminder Report

**Inspection date**

27 January 2016

Previous inspection date

23 April 2010

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---------------------------------------------------------------|-------------------------|--------------------|----------|
|                                                               | Previous inspection:    | Outstanding        | 1        |
| Effectiveness of the 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

- Highly focused plans are used to drive ongoing improvement. Children thrive as their needs are met exceptionally well.
- The dynamic childminder has high aspirations for children. She provides a vibrant, challenging and purposeful learning environment following each child's interests. Children show great delight and pleasure as they play and learn.
- Children make friends easily and play cooperatively together. They are supported extremely well to develop a growing understanding of the feelings and emotions of others.
- The childminder works closely with parents to establish children's care needs and routines from the start. Children thrive as their physical and emotional needs are met incredibly well.
- The childminder is highly effective at supporting parents to continue children's learning at home.
- Children are active and enthusiastic learners. They are supported exceptionally well to develop the skills that help prepare them for their next stages in learning.

## What the setting needs to do to improve further

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

- continue to focus highly on the programme of training and professional development, to help maintain the superb quality of teaching and 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 completed a joint observation with the childminder.
- The inspector looked at children's records and planning documentation. She looked at a range of other documentation, including policies, procedures and the childminder's self-evaluation.
- The inspector looked at parental feedback documents and took account of their views.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

### Inspector

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The highly driven childminder constantly evaluates the service she provides and regularly seeks the views of parents and children. The arrangements for safeguarding are effective. The childminder has a robust knowledge and understanding of her role in safeguarding children. She gives utmost priority to children's safety and knows what to do should she be worried a child is being abused. Following training, the childminder has implemented a superb range of ways to promote children's natural curiosity, awe and exploration skills. This contributes towards children's self-esteem and motivation to learn. The childminder recognises the importance of improving her skills and knowledge. She has identified further opportunities and is keen to progress her professional development. The childminder plans innovative ways to promote children's understanding of the community and the wider world.

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

The childminder supports all areas of learning and development incredibly well. She plans the environment to stimulate children's natural curiosity, interest and fascination. The childminder is highly effective in tuning into children's communications and learning preferences. She skilfully uses a range of teaching strategies to promote children's language and communication development. She engages older children in purposeful conversations as they play by asking questions and introducing new language. She provides a running commentary for younger children, who are attentive to her comments and show excellent listening and understanding. Children wallow and delight in exploring different media and materials. They show high levels of engagement and involvement as they think critically and carry out their own ideas. Children experiment with a range of tools and equipment which help develop superb creative and early writing skills. They are supported extremely well to develop skills and attitudes in readiness for school.

### Personal development, behaviour and welfare are outstanding

Children settle in extremely well and show a strong sense of belonging. They explore the environment freely and are confident to ask for help when needed. They are eager to help and carry out small tasks. Children are beginning to understand how to make healthy choices and keep themselves safe. The childminder is an excellent role model and provides clear guidance and explanations. This contributes towards children's growing understanding of expectations of behaviour. Children develop a growing confidence in their physical skills. They have regular opportunities to play with vigour and energy using a range of resources. Children form strong attachments with the childminder, who shows she values and respects their views and opinions. This contributes greatly towards children's positive self-esteem.

### Outcomes for children are outstanding

Children have an eager disposition towards learning. The childminder uses highly comprehensive assessments to ensure that any need for early support is identified promptly. All children are making consistently strong progress and develop skills in readiness for school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 308526                                                                            |
| <b>Local authority</b>             | Lancashire                                                                        |
| <b>Inspection number</b>           | 855178                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 5                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 5                                                                                 |
| <b>Name of provider</b>            |                                                                                   |
| <b>Date of previous inspection</b> | 23 April 2010                                                                     |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 1997 and lives in Fulwood. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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