

Childminder report

Inspection date	9 August 2019
Previous inspection date	4 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
	Outstanding	Outstanding	1
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 provides an exceptionally well-resourced and stimulating environment for children to play and explore in. She is highly reflective of her service. For example, she has considered her environment further to provide a calm and appealing space to share stories and songs. This has had an extremely positive impact on children's engagement with stories and rhymes.
- Children form very strong bonds with the childminder. They are extremely happy and contented. The childminder gives regular praise and encouragement for their achievements and perseverance. This helps to develop children's confidence and well-being exceptionally well. Children flourish in her care.
- Children delight in taking part in activities skilfully led by childminder. For example, they sing with enthusiasm as they rhythmically tap a box to find out what is inside it. They open the box with sheer joy as they select their favourite animal to share. Children show exceptionally high levels of concentration as they listen carefully to the childminder's questions about animals' features and habitats.
- All children show extremely high levels of independence. They self-select toys and activities confidently. Children tidy up after themselves independently. They set the table ready for meals, expertly placing cutlery in the correct position. Younger children show high levels of competence as they feed themselves and cut up fruit safely.
- The childminder makes excellent use of the local facilities to enhance children's learning experiences. For example, she has worked closely with a local library to create an additional story time session specifically for childminders and smaller groups of children. This enables children to enjoy sharing experiences in a wider social group. It allows them to immerse themselves in the stories and develop their ability to engage and respond in a highly confident manner.

What the setting needs to do to improve further

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

- implement the plans that are in place to engage in further professional development to maintain the highest standards of teaching and learning.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector looked closely at the progress of several children.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector took account of the views of parents through written feedback they had provided.

Inspector
Lisa Howard

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder has a robust understanding of how to protect children and the procedures to follow if she has concerns about their welfare. She rigorously risk assesses her home to make sure that any potential hazards are identified and minimised. Ongoing professional development is given high priority and the childminder has even further plans to extend this. The childminder works very closely with other professionals to enhance her expert knowledge of how children learn. For example, she seeks further advice from specialist services to increase her excellent knowledge of supporting children's language skills. Partnerships with parents are excellent. The childminder has superb channels of communication in place to keep parents informed and involved in their children's learning. Parents say she provides 'the best possible start' to their child's education.

Quality of teaching, learning and assessment is outstanding

The well-qualified childminder completes highly accurate observations and assessments of children's learning and development. She uses this information to plan extremely challenging and stimulating activities where children are curious, excited and eager to learn. As a result, children make excellent progress. Children quickly develop a passion for reading. They confidently self-select their favourite books to share with the childminder. Younger children quickly become absorbed in the pictures. They giggle with delight to themselves as they lift the flaps from pop-up books to discover farm animals hiding. Children have many opportunities to develop their mathematical skills of counting and comparative language for size. For example, Younger children accurately count paintbrushes and order them in size. They use language such as 'smaller than' to compare their paintbrushes to the other paintbrushes on offer.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. From an extremely young age children learn to cooperate, share and take turns with their friends. They develop their coordination and handling of tools well. For example, children use tweezers and scoops to transfer brightly coloured pom-poms into different-sized pots. Children enjoy plenty of fresh air and exercise in the childminder's well-resourced garden and through regular trips to local parks. Children are aware of the importance of being healthy and they are keen to share their thoughts. For example, younger children initiate conversation about the importance of drinking lots of water as they drink from a cup at mealtimes. Children take part in activities about festivals from different cultures, which supports their understanding about each other's similarities and differences.

Outcomes for children are outstanding

All children make rapid progress from their starting points. Children demonstrate superb listening and concentration skills. Older children count confidently and very young children rote count expertly to 10. Children thoroughly enjoy taking part in action songs and rhymes. Younger children learn words such as 'faster' as they 'wind a bobbin up'. Older children show excellent awareness of rhyme. They are exceedingly well prepared for their eventual move on to school.

Setting details

Unique reference number	309124
Local authority	Lancashire
Inspection number	10109614
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 June 2015

The childminder registered in 2000 and lives in Colne, Lancashire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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