

Childminder report

Inspection date	27 August 2019
Previous inspection date	17 October 2012

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
		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 has an exceptional approach to self-evaluation. She regularly seeks feedback from parents, children and other childminders to reflect upon the quality of her teaching. The childminder eagerly invites other professionals to observe her practice, in order to continuously strengthen and evolve. Furthermore, she shares her outstanding practice with others, in order to help raise the standards of early education for all children. For example, by contributing to published literature and guidance.
- The childminder is committed to enriching children's learning, both in the setting and at home. She expertly encourages parents to support their children's development. For example, parents are thrilled to access weekly 'borrow bags'. The childminder goes above and beyond as she stocks these bags with resources, stories and puppets. This promotes children's early literacy skills effectively.
- Children demonstrate admirable levels of pride as they grow and pick their own fruit in the garden. They excitedly monitor the fruit until they are 'big and juicy'. They gain first-hand experiences of growth, changes and decay, which develops their understanding of the world. The childminder also encourages the children to explore more exotic fruits and vegetables. The youngest children react in delight as they feel and smell the 'spiky' tuft of a pineapple.
- The childminder uses calm, highly supportive techniques to encourage children to respect the rules and boundaries of the setting. Therefore, children are kind, considerate and polite. Children understand the high expectations for behaviour. They talk to the childminder about how they are feeling, if they begin to get frustrated. This demonstrates remarkable maturity.

What the setting needs to do to improve further

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

- continue to build upon the already excellent organisation of activities to meet the needs of children's unique stages of learning and development.

Inspection activities

- The inspector had a tour of the premises.
- The childminder and the inspector conducted a joint evaluation of teaching practice.
- The inspector considered written feedback from parents.
- The inspector held leadership and management discussions with the childminder.
- The inspector viewed relevant documents, including children's learning and development files.

Inspector

Shauneen Wainwright

Inspection findings

Effectiveness of leadership and management is outstanding

The childminder has an excellent understanding of how young children learn. She uses her exceptional knowledge to plan inspirational, motivating activities tailored to meet the unique development stages of children. For example, children react in awe as they learn how to use air to 'magically' move light objects around. The childminder has identified further opportunities to promote individual learning within activities, through her robust self-evaluation. The arrangements for safeguarding are effective. The childminder creates an environment of constant vigilance. She confidently understands the procedures to follow should she have concerns for the welfare of a child. The childminder's highly effective monitoring and assessment mean any gaps in learning are swiftly identified. She expertly implements specific learning plans, which means children quickly catch up with their peers.

Quality of teaching, learning and assessment is outstanding

The childminder provides an inspirational, diverse environment. She is passionate about extending children's understanding of the world beyond their immediate experiences. Children are immersed in different cultures as they explore musical instruments, art and objects from around the globe. Partnerships with parents are of the utmost importance to the childminder. She uses highly effective strategies to engage parents with their child's learning and development. For instance, the childminder holds regular meetings to discuss children's progress in detail with parents, therefore combining essential information from home and the setting. This means the childminder gains a more specific insight into the child and their unique learning journey.

Personal development, behaviour and welfare are outstanding

Children demonstrate exceptional levels of self-esteem and confidence. The childminder encourages children to help show visitors the different areas within the setting. Children take the utmost pride in this responsibility, as they explain how and where they learn. The childminder is a marvellous role model. She motivates children to consider the needs of people, animals and the environment. This reflects in their behaviour. For example, children find and care for small insects in the garden. They gently hold and observe the creatures, before releasing them in 'a safe place'. The childminder enjoys genuine, warm bonds with children. For example, she sensitively supports them to build secure emotional attachments through the use of treasured family photos. This helps to strengthen children's personal, social and emotional development.

Outcomes for children are outstanding

Children are highly motivated in this enriched environment. They eagerly explore and experiment with different media and materials, and marvel at the end result. The childminder expertly extends children's learning with skilful questioning. Younger children hear and repeat new vocabulary, while older children engage with sustained shared thinking. All children acquire the skills they need to achieve the next steps in their learning. For instance, children with identified delays in communication and language swiftly progress. Due to the childminder's targeted interventions, they begin to exceed typical rates of development for their age.

Setting details

Unique reference number	315556
Local authority	Bolton
Inspection number	10109627
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 October 2012

The childminder registered in 1995 and lives in Westhoughton. She operates all year round, Monday to Friday, from 7am until 6pm, excluding bank holidays. The childminder holds an appropriate early years qualification at level 3 and offers funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
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