

Childminder Report

Inspection date

17 June 2015

Previous inspection date

30 July 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Teaching is good because of the well qualified and extremely experienced childminder's superb knowledge and understanding of the learning and development requirements. The childminder makes the most of every opportunity to promote children's learning, through play and interesting and challenging activities. As a result, children make rapid progress in relation to their starting points.
- Children form exceptional relationships with the childminder. This means that children's individual needs are always met extremely well. Consequently, their self-esteem, sense of belonging and feeling of security are promoted to the highest level.
- The childminder provides children with a rich, stimulating and exciting learning environment, both indoors and outdoors. They benefit from a huge range of high-quality resources that effectively promote all seven areas of learning. As a result, children are interested, motivated and develop extremely positive attitudes towards learning in readiness for school.
- Children learn the importance of adopting a healthy lifestyle because the childminder talks to them about food that is good for them. Children's knowledge and understanding are significantly enhanced, as they plant and grow fruit and vegetables in the nearby allotment. As a result, children's health and well-being are promoted exceptionally well.
- The childminder supports children who speak English as an additional language very well. She uses key words and phrases in children's home language, which has a positive impact on the development of their understanding of English.
- The childminder has excellent systems in place to monitor the teaching and performance of her assistant. For example, she observes the assistant's practice, carries out appraisals and identifies her training needs to ensure she continues to develop her knowledge and skills.

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 on the excellent arrangements for self-evaluation, for example, by researching new initiatives and ideas, so that the outstanding practice is sustained and constantly improved upon.

Inspection activities

- The inspector observed children's activities in the playroom and outdoors.
- The inspector held discussions with the childminder and spoke to the assistant and children at appropriate times throughout the inspection.
- The inspector carried out an evaluation of a planned adult-led activity with the childminder.
- The inspector checked evidence of the qualifications of the childminder and the suitability of adults working and living on the premises.
- The inspector discussed the process for self-evaluation with the childminder.
- The inspector looked at various documents, including a sample of policies and procedures, observation, assessment and planning systems and children's individual learning records.
- The inspector took account of the views of parents from written statements obtained by the childminder.

Inspector

Julie S Kelly

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Plans for children's next steps in learning are based on sharply focused observations and assessments linked to individual learning for each child. These are flexible to take account of children's changing interests and spontaneous ideas. For example, the childminder expertly uses children's interest in fairies to develop a castle role-play area to promote their imagination and creative skills. Opportunities for children to learn in different contexts and on a larger scale are exceptionally well promoted through activities provided outdoors. For example, children develop mathematical skills as they use scales to weigh stones and logs. They develop their knowledge of the world around them and have a wonderful time as they mix soil and herbs to make pies in the mud kitchen. The childminder's recent mark-making training has had an extremely positive impact on the development of children's early writing skills. The knowledge the childminder has gained has been used to successfully improve practice within the setting. For example, she has introduced making marks with sticks, stones and twigs outdoors.

The contribution of the early years provision to the well-being of children is outstanding

The childminder provides children with clear and consistent boundaries, teaches them how to behave appropriately and respect the feelings of others. Consequently, very young children demonstrate an extremely good knowledge and understanding of sharing and taking turns. For example, during a creative activity a child offers the paint to another child. The childminder uses consistent praise and encouragement, so that children develop a strong sense of security and self-esteem. Opportunities for fresh air and physical activities are in abundance as children explore the outdoors on a daily basis and go for walks in the local environment. Consequently, children's physical and emotional well-being are extremely well promoted.

The effectiveness of the leadership and management of the early years provision is outstanding

The childminder has an excellent understanding of her responsibility to safeguard children. Detailed policies and procedures are known and understood and successfully translated into practice. As a result, children are consistently protected from harm and can play and learn in an extremely safe environment. The childminder is extremely dedicated and fully committed to developing her knowledge and skills, through continuous professional development and training. Partnerships with parents and other early years providers are extremely well established, which promotes excellent consistency and continuity of children's care and education. Arrangements for self-evaluation are rigorous and take into account the views of children and parents. This ensures that strengths and weaknesses are effectively identified and addressed, and plans for improvement are well targeted and achievable. The childminder has identified the importance of ongoing self-reflection, in order to consistently improve children's achievements and to continue to provide high-quality learning experiences for all children.

Setting details

Unique reference number	EY235076
Local authority	Bury
Inspection number	870008
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 8
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	30 July 2009
Telephone number	

The childminder was registered in 2002 and lives Bury, Lancashire. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language. The childminder works with an assistant.

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