

# Childminder Report

**Inspection date**

24 November 2015

Previous inspection date

9 September 2011

| <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**

- The childminder demonstrates a genuine enthusiasm for her work and she sets high standards for her childminding service. A comprehensive self-evaluation process is in place which reflects the views of all those involved in the provision and consistently identifies areas for further development. The childminder ensures that ongoing quality improvements are identified and addressed swiftly.
- The childminder uses accurate and precise assessments of children's development to plan motivating and engaging activities that capture their interest and imagination. She uses her observations successfully to plan for children's individual learning needs. She monitors their progress very closely, enabling her to quickly identify any gaps in children's learning.
- Children are extremely motivated and engage readily in new learning. The childminder is highly skilled at using every situation to maximise learning opportunities. Children make rapid progress in their development.
- Children are extremely happy and secure with the childminder, and the relationships between them are very caring and strong. Children go to the childminder for reassurance and are rewarded with warmth and affection. She shows a genuine interest in children's play and interactions. The emotional security she provides for children is outstanding.
- There is excellent communication between the childminder and parents. They are actively encouraged to share their observations from home and become fully involved in their children's learning and development. This supports excellent continuity for children between their home and the childminder's care so that they are supported to make the best possible progress.

## What the setting needs to do to improve further

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

- continue to make the most of professional development opportunities to enhance the excellent practice even further.

### Inspection activities

- The inspector viewed the areas used for childminding. She talked to children and the childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder, as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint observation with the childminder. She discussed children's learning and development, and sampled their records and looked at the planning documentation.
- The inspector took account of the views of parents by reading a number of their comments on questionnaires and letters obtained by the childminder.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder's practice is exceptionally well organised. She implements extremely comprehensive systems to ensure that all documentation and aspects of her provision reflect current legislation and high-quality practice. Her arrangements for safeguarding are effective. Supervision of her assistant is focused and supports the continued high standards in her excellent practice. She undertakes mandatory and some additional training to enhance her own knowledge and that of her assistant, and to improve the experiences she offers the children. She is eager to extend this even further by increasing her use of the professional development opportunities available.

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

Enthusiastic, playful and caring interactions and positive role modelling show that the quality of teaching is excellent. The childminder explains the meanings of words, provides excellent commentary and asks probing questions to children during their play. She encourages children to talk a lot and uses every opportunity to increase their range of words and develop their understanding. Children show their growing knowledge and develop their planning and thinking skills as they construct an extensive train track. They talk about shapes which are curved and straight as they count items and join and adapt pieces. They are fascinated in the explanations the childminder provides as she extends their learning, talking about stairs and safety features for the track. They discuss and describe their train characters and story line. The childminder listens to their responses, giving them time to speak, demonstrating that she values what they have to say. Children thrive on the individual attention they consistently receive. They are confident and actively explore and investigate. They are developing excellent skills across all areas of learning.

### Personal development, behaviour and welfare are outstanding

The childminder sets out her home in a very child-centred and stimulating way. She has an excellent range of high-quality toys and resources. These are stored very well in the large playroom, inspiring children and maximising opportunities for them to make choices. The childminder places very high importance on children's personal, social and emotional development. Children form positive relationships with others as they learn to share, take turns and support one another. Young children enjoy helping the childminder in the routines of the day. She takes time to involve them and extend their learning as much as possible. Children relish the opportunities to be independent. They confidently help with the set-up of activities and take responsibility for resources when tidying up. Children concentrate exceptionally well to cut up their own banana or clear away items at snack time, and are very proud of their achievements.

### Outcomes for children are outstanding

All children are making excellent progress in their development, including those that require particularly perceptive intervention and additional support. Any gaps in children's learning are closing rapidly through the prompt and precise focus from the childminder and in close partnership with the children's parents. Children are being exceptionally well prepared for the next stage in their learning, such as their move on to school.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY281175         |
| <b>Local authority</b>             | Northamptonshire |
| <b>Inspection number</b>           | 848667           |
| <b>Type of provision</b>           | Childminder      |
| <b>Day care type</b>               | Childminder      |
| <b>Age range of children</b>       | 2 - 7            |
| <b>Total number of places</b>      | 6                |
| <b>Number of children on roll</b>  | 11               |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 9 September 2011 |
| <b>Telephone number</b>            |                  |

The childminder was registered in 2004 and lives in Kettering. She occasionally works with an assistant. She operates all year round from 7.30am to 6pm, Monday to Friday, except 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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