

Childminder report

Inspection date	6 March 2019
Previous inspection date	24 November 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
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 is extremely professional, well organised and keeps meticulous records. She fully implements her highly comprehensive policies and procedures. She gives children's safety and welfare the utmost priority.
- The childminder has an exceptional knowledge of how children learn and develop. She uses every opportunity to set children challenges and extend their learning to the fullest. She offers children rich, varied and imaginative learning opportunities that are precisely targeted to each child's individual capabilities.
- Children build an extremely secure emotional attachment to the childminder. They are supremely confident and self-assured. They effortlessly engage with adults and peers alike. Children are confident to select resources and ask for what they want. They are eager to 'have a go' at difficult tasks and demonstrate to others what they can do.
- Children show exceptional attitudes to learning. They are highly motivated individuals who become absorbed in each opportunity that the childminder plans for them. They show a strong desire to learn and develop a rich vocabulary. They show persistence and determination to reach their own challenging goals.
- The childminder develops extremely effective partnership working with parents. She shares detailed daily information with them about children's experiences. She provides children with activities to do at home, to continue what they have learnt while in her care. Parents praise the childminder highly.

What the setting needs to do to improve further

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

- continue to explore a wide range of professional development opportunities, to extend skills and knowledge and maintain the highest level of teaching practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder has an expert knowledge of how to keep children safe from harm. She is watchful for any signs that a child may be at risk of harm and knows how to report her concerns. She has an excellent understanding of wider safeguarding issues and situations that are harmful to children. The childminder regularly seeks the views of others, to help her to evaluate the quality of her childcare provision. She knows her strengths and areas she would like to develop further. She regularly engages with other childcare professionals and organisations to ensure she keeps her knowledge up to date. She identifies that she would like to expand her professional development experiences further, to achieve an even broader set of skills.

Quality of teaching, learning and assessment is outstanding

The childminder has very high expectations of what children can achieve. Her precise assessments of children's capabilities help her to plan highly challenging opportunities that secure children's continuous engagement in learning. Her exceptional teaching skills extends and enhances children's learning at every opportunity. Children enthusiastically engage in stories. They use homemade puppets to act out the story as the childminder reads to them. They join in repeated refrains and the childminder asks them questions to check on their understanding. Children carefully use tweezers to pick up toy insects from the natural environment that the childminder created. They name the insects and the childminder enhances their vocabulary with words, such as 'camouflage'. Children set their own challenges, such as picking up two objects at a time. Children independently count the insects and then look on in wonder when the childminder finds a spider web.

Personal development, behaviour and welfare are outstanding

The childminder is an excellent role model to children. She is kind, polite and has high expectations for their behaviour. Children thrive in the safe and stimulating environment. They follow clear and consistent routines and move effortlessly between activities and daily routines. They finish their healthy snack and quickly re-engage in purposeful play opportunities. Children are supremely independent and enjoy the responsibility of small tasks, such as tidying up. They capably manage their own self-care skills according to their age and stage of development. Children understand the importance of following good hygiene procedures and can explain to others why they must do so. Children enjoy regular outdoor experiences. They play in the childminder's garden and visit local parks, to enhance their range of experiences in the community. Children learn about different cultures and communities. They take part in cultural celebrations and learn about other's experiences in different countries.

Outcomes for children are outstanding

Children make consistently high rates of progress from their starting points and, in some areas, exceed expected levels of development for their age. Children are extremely well prepared for the next stage of their education. Older children show advanced skills in mathematics, such as counting and recognising numerals. They read and write their name. Younger children acquire a rich range of vocabulary, which they successfully use to build short sentences.

Setting details

Unique reference number	EY311990
Local authority	Norfolk
Inspection number	10064997
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	24 November 2015

The childminder registered in 2005 and lives in Roydon, Norfolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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