

Childminder Report

Inspection date

19 May 2015

Previous inspection date

10 June 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

- The quality of teaching is of a very high standard. The well-qualified childminder and her assistant work exceptionally well together to ensure they provide a wide variety of learning experiences. As a result, children are interested and motivated. Consequently, they make excellent progress given their starting points.
- The childminder and her assistant have very high expectations of all children and place a lot of emphasis on helping them become confident and independent learners. Their questions and narration throughout activities are sharply focused and purposeful. As a result, children are exceptionally well prepared for their next stage in their learning, such as school.
- The childminder and her assistant take every opportunity to develop and extend children's communication and language skills. They constantly use and repeat a wide range of simple words that children eagerly repeat as they play. As a result, all children, including those who speak English as an additional language, become very confident communicators.
- The assessments of children's progress, including the progress check for children between the ages of two and three years, are accurate and precise. This information is shared regularly with parents and other early years professionals to ensure children continue to make rapid progress.
- The childminder has high expectations of her assistant and actively supports his professional development. She successfully monitors his performance and its impact on children's learning. As a result, very high standards are achieved for all children.
- The childminder accompanies parents and their children on their first day at school. As a result, children are exceptionally well supported as they move on to their new learning environment.

What the setting needs to do to improve further

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

- continue to enhance the professional development of all adults working with children, in order to maintain the outstanding practice.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of suitability and the qualifications of adults working with children.
- The inspector discussed the childminder's self-evaluation form and her action plan.

Inspector

June Rice

Inspection findings

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

The childminder and her assistant have an excellent understanding of how children learn. They skilfully extend children's learning through playful interaction and observation that support and stimulate children's imagination exceptionally well. As children work out how to use a pulley, the childminder makes excellent use of questions and words, such as 'pulley' and 'clockwise', as she narrates and demonstrates how it works. Children are encouraged to keep on trying and they show a real sense of achievement as they successfully lift the animal into the farm. Children decide to make a pond and the assistant suggests maybe it would be a good idea to build the pond in the shape of a letter from their name. They rise to the challenge and so he goes on to ask how the King and Queen are going to get across the pond. He ponders out loud if it would be a good idea to build a bridge. His skilful questions and prompts help children to solve problems by talking and thinking them through. As a result, they work together as a team and successfully construct a sturdy bridge.

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

The utmost priority is given to providing a wealth of activities based around children's interests. This approach is extremely effective in promoting their health and well-being as they share exciting experiences. They build bug hotels and plant flowers to attract bees after learning how they make honey. The childminder makes excellent use of imaginary play to help children overcome their nervousness of the dark. For example, she starts a game of 'peekaboo' with a transparent scarf and graduates to a scarf that children cannot see through as their confidence grows. Children attend groups where they learn to engage with others and develop strong friendships. Children are confident and adept at attending to their own personal needs. For example, they help themselves to a drink from a water fountain at a very young age. The childminder has a first-class working partnership with teachers. She shares precise information about what children can do before they start school. This exchange of information remains constant and makes certain that children's individual needs and well-being remain the focal point of her provision.

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

The childminder has an excellent understanding of the learning and development requirements. She has a strong drive and is highly focused on providing high-quality care and education for children. The childminder's evaluation of teaching is astute. She has recognised that continuing to build on her own professional development and that of her assistant will maintain their outstanding practice. Parents access children's progress records through a secure online system and regularly share their own photographs and observations of their children's achievements at home. As a result, the childminder has a complete picture of what children can do, and her planning enhances all aspects of children's learning.

Setting details

Unique reference number	EY320106
Local authority	Wakefield
Inspection number	856920
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	10 June 2009
Telephone number	

The childminder was registered in 2006 and lives in Wakefield. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for early education for two- and three-year old children. She holds a childcare qualification at level 3. The childminder works with her husband, who is her assistant.

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Piccadilly Gate
Store St
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