

Childminder report



Inspection date	5 March 2019
Previous inspection date	12 October 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	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 highly experienced childminder demonstrates an excellent ability to support children's learning. She assesses children's skills and knowledge accurately when they first attend her setting. The childminder liaises closely with parents to obtain a detailed picture of each child's abilities and routines. This enables her to guide and assist children's progress from the beginning.
- Children form very close and happy relationships with the enthusiastic and cheerful childminder. Children's behaviour is excellent. Strong friendships are built across all age groups. Older children are very considerate of the younger ones in all activities.
- The childminder expertly follows children's interests throughout all areas of play. For example, children's interest in assembling tracks is skilfully extended by books about travel and regular outings to the railway line to watch the trains. As a result, children build an extensive vocabulary and excitedly share their knowledge with others.
- Highly effective monitoring of children's progress helps the childminder to quickly identify where improvements can be made to her practice. This supports children's achievements well and closes any possible gaps in their learning.
- Children are encouraged to be inquisitive and creative. For example, when they find a spider, the childminder skilfully uses the opportunity to superbly explain how and why it makes a web. Children show increased fascination in the web's design and stickiness and are excited to describe what they think and see.
- Partnerships with parents are excellent. They regularly receive accurate information about their child's progress from the childminder. They happily act upon her ideas to further promote learning at home. For example, following a suggestion from the childminder, parents feed back how successfully their child recognised numbers and letters on car registrations during weekend walks.
- The childminder uses an extensive range of appropriate teaching strategies. For example, she makes excellent use of conversations in every activity. She carefully varies questions to extend children's understanding and regularly introduces new words and ideas. However, very occasionally, she does not give the younger children enough time to respond to questions.

What the setting needs to do to improve further

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

- continue to strengthen the teaching of communication skills to ensure younger children are consistently given enough time to respond to questions, to show their developing language skills.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder at appropriate times.
- The inspector looked at relevant documentation, including risk assessments, policies and procedures, and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection at appropriate times.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Linda Williamson

Inspection findings

Effectiveness of leadership and management is outstanding

The childminder demonstrates pride, dedication and commitment to providing high-quality care for children. She continuously evaluates her teaching practice and considers how to improve and extend children's involvement in all activities. The childminder makes excellent use of membership to professional organisations. She regularly updates her skills and knowledge through online training. For example, following training on equality and inclusion, she has reflected on how to further promote a culture of dignity and respect successfully. Safeguarding is effective. The childminder has extensive knowledge and understanding of child protection issues. Highly detailed risk assessments are carried out and are constantly reviewed. The childminder has excellent partnerships with other providers where children attend. She initiates and maintains a communication book to ensure information about children's development is shared effectively.

Quality of teaching, learning and assessment is outstanding

The childminder has an excellent understanding of how children learn and develop. She makes accurate and precise assessments of children's learning. She uses this information exceptionally well to plan highly stimulating activities that focus sharply on what children need to learn next. For example, weekly cooking activities extend children's counting, number recognition and ordering by size, and successfully link mathematical ideas to objects, in a fun way. The childminder expertly guides children on how to improve their handwriting skills. She encourages children to sit correctly at the table, to grip a pencil properly, and use their other hand to hold the paper securely. As a result, children soon learn to write correct letter shapes well. Children confidently show they know the name and phonetic sound of the letters in their own name, and those of others.

Personal development, behaviour and welfare are outstanding

The childminder teaches children to understand age-appropriate boundaries inside and outdoors. Children show they know how to keep themselves safe as they play. They learn to be gentle and develop empathy and compassion. For example, children softly stroke the childminder's pet cats and show high levels of understanding about the cats' need for food, water, play and rest. The childminder respectfully meets children's personal care needs. For example, she seeks their permission before she changes their nappies or wipes their faces. The childminder gives children responsibilities as part of the daily routine and they quickly become highly independent. For example, before going outside to play, children look at how wet the patio slabs are to help them decide which footwear to put on. Children have daily opportunities for exciting visits to local places of interest. The childminder skilfully asks questions to help children remember what they did and make connections to build on their existing knowledge.

Outcomes for children are outstanding

Children make excellent progress in their learning. They are exceptionally well prepared with the skills and knowledge they require when they first start school. Children show very high levels of attention during activities and persist with tasks even when challenges occur. They show a strong interest in books and listen attentively when the childminder reads them stories.

Setting details

Unique reference number	EY359188
Local authority	Devon
Inspection number	10062546
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 October 2015

The childminder registered in 2007 and lives in Cullompton, Devon. She operates each weekday from 7.45am to 5.30pm, all year round. The childminder receives funding for early education for children aged three and four years. She holds a level 3 childcare qualification.

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