

Childminder Report

Inspection date

11 June 2015

Previous inspection date

3 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 childminder displays a very high regard and understanding of her role and responsibility to safeguard children. She has an excellent understanding of how to keep children safe and the procedures to follow if she has concerns about a child.
- The childminder has an excellent commitment to continuous professional development and evaluates her practice extremely well. She attends training to help her develop exciting and challenging activities in all areas of learning, to improve outcomes for children.
- The childminder is extremely perceptive in responding to children's individual needs. As a result, children develop secure emotional attachments with the childminder, so they feel secure and confident to try new activities.
- The childminder's observations and assessments of children's development are accurate. She has a clear understanding of children's skills, abilities and progress, and successfully identifies what they need to learn next. As a result, activities are precisely targeted and children make rapid progress towards their identified goals.
- Children are highly motivated and their behaviour is exceptional. This is because the childminder knows children very well, and promotes their personal and emotional development to the highest standards.
- Effective communication with other professionals and local schools are significantly embedded. Therefore, all children, including those who speak English as an additional language or who have special educational needs and/or disabilities, receive expert support and are well prepared for their future learning.
- Children and their families are highly valued. Well-established partnerships with parents enhance the childminder's knowledge of children's individual needs. Parents are actively engaged in their children's learning and consistently work with the childminder to maximise the experience for their children.

What the setting needs to do to improve further

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

- enhance children's already high levels of mathematical understanding to the optimum, for example, by introducing more number games in the outdoor area.

Inspection activities

- The inspector spoke with the childminder and children at appropriate times.
- The inspector and childminder carried out a joint evaluation of an activity.
- The inspector sampled a range of documentation, including policies and procedures, children's progress records, assessments and registers.
- The inspector observed the childminder engage in a variety of learning experiences with the children in the indoor and outdoor areas.
- The inspector spoke with parents and took account of their views of the service provided by the childminder.

Inspector

Emma Allison

Inspection findings

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

The childminder offers exceptional learning opportunities for the children in her care. Accurate assessments are sharply focused to plan the next steps to children's learning. The childminder provides rich and stimulating play opportunities for children, which motivates them to learn and supports them for their next stage in learning. For example, children spend long periods of time filling a large recycled water feature and relish in discovering how things work. Teaching is outstanding. The highly qualified childminder is skilled at supporting children's mathematical understanding by introducing new concepts and ideas, such as balance and weight. Children can independently access their own resources through an exciting and well-organised environment. Effective partnerships with parents support children to make exceptional progress. Parents are actively encouraged to contribute to their child's learning. For example, families are welcomed into the childminder's home to celebrate in the release of the butterflies, which the children have nurtured throughout their life cycle. There is scope, however, to enhance opportunities outdoors for children to practise their mathematical skills.

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

Children are confident and happy. Settling-in procedures are robust and information is gathered from families to capture their starting points and to support children's interests. For example, the children talk about their family members while looking through photographs of important people at home. Children's safety is of paramount importance. The childminder has extensive safeguarding knowledge and attends regular training events. Children's independence is encouraged at all times, including during mealtimes by peeling and cutting their own fruit. Children learn all about healthy foods and are invited to make their own pizzas for lunch and explore the different textures. Children's behaviour is exemplary due to the positive role model of the childminder. Children form positive relationships with each other. For example, children assist one another in untying their baking aprons. Close relationships are formed with the local schools, and information is shared in preparation for children attending school.

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

The childminder has an excellent understanding of the Early Years Foundation Stage. She is proactive in evaluating her practice through plans to drive improvement forward. The childminder attends regular network meetings and quality assurance forums, which supports her to evaluate her own practice. She regularly reviews children's progress to identify any gaps in learning to support swift early intervention. The childminder differentiates teaching to offer support and challenge. The childminder displays a very high regard, and understanding of her role and responsibility to safeguard children. She has an excellent understanding of how to keep children safe and the procedures to follow if she has concerns about a child. The childminder has effective relationships with other professionals to support the needs of children and their families.

Setting details

Unique reference number	EY366354
Local authority	Manchester
Inspection number	873676
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 9
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	3 June 2009
Telephone number	

The childminder was registered in 2008 and lives in the Northern Moor area of Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds Early Years Professional Status.

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