

# Childminder Report

**Inspection date**

2 October 2015

Previous inspection date

9 November 2009

| <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 quality of teaching is excellent. The childminder uses her extremely good observations to make precise and accurate assessments of children's progress. She uses highly effective systems to monitor children's learning and make sure she consistently provides challenging and varied activities for every child.
- Children are highly confident and their self-esteem is excellent. They quickly develop extremely strong bonds with the childminder and show that they feel emotionally safe and secure in her care.
- The childminder's excellent relationships with parents keep them highly engaged and active partners in their children's learning. The childminder involves parents very well from the outset and explains her systems for monitoring children's progress. She regularly discusses children's learning plans with parents and their input is greatly valued.
- The childminder strives to continually improve and provide children with the best possible learning experiences. She prioritises her professional development according to the most impact on children's learning. For example, this helped her to focus on the communication of children aged two years and refine activities to further promote their speech development.
- Children make excellent use of the vibrant and inviting learning environment, both indoors and outdoors. They confidently help themselves from the extensive range of resources, which are very well organised and easily accessible to young children.
- The childminder develops excellent relationships with other early years settings that children attend. She is highly committed to working in partnerships and recognises the importance of a shared approach to supporting learning. This helps her to successfully promote individual children's 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 develop activities and resources that further extend children's understanding of numbers.

### Inspection activities

- The inspector observed the childminder and children engaged in activities indoors and outdoors.
- The inspector spoke to the childminder at different times throughout the inspection to discuss the impact of activities on individual children's learning.
- The inspector read written feedback from parents to gain their views of their children's care and learning.
- The inspector reviewed the childminder's systems of assessment and planning.
- The inspector sampled documentation required to support children's welfare, including safeguarding policies and procedures.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder evaluates the effectiveness of her practice extremely well. She is highly successful in gaining regular feedback from parents and children, and values what is important to them when making plans for the future. Safeguarding is effective. The childminder has a very good understanding of how to implement procedures that help to protect children from harm.

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

The childminder communicates extremely well with children. Her excellent support for children who speak English as an additional language ensures any gaps in learning close quickly. The childminder uses questions and discussions most effectively to encourage children to think about what they know, and apply their knowledge to different situations. For example, excellent discussions at snack time led children to link the fruit they were preparing to that eaten by the giant snails they saw on a visit to the zoo. The childminder's extremely good encouragement of children helps give them confidence to try again if they do not succeed. For example, when comparing different textures, children identified dried-out pasta as uncooked; the childminder congratulated them for recognising how similar these are and gave gentle prompts leading to children enthusiastically working it out. Children have a very good understanding of mathematics and are particularly confident in their knowledge of weight, shape and measurement. A minor weakness is that activities linking numbers to objects sometimes do not extend children as well as they could.

### Personal development, behaviour and welfare are outstanding

The childminder is highly committed to promoting inclusion and teaching children to value difference and diversity. Children have extremely good opportunities to learn about one another's cultures and experiences. For example, children compare the different ways they celebrate Christmas and Easter. Children are very well behaved. The childminder is an exceptionally good role model who promotes a calm environment where children are encouraged to share any problems and resolve these together. Children immensely enjoy being physically active. They show very good awareness of their own and others' safety as they play. For example, children make sure they have enough space to do forward and backward rolls without bumping into each other.

### Outcomes for children are outstanding

All children make excellent progress in relation to their starting points. The childminder's strong focus on promoting children's confidence, independence and communication skills prepares them very well for the next stage in their learning, including for older children going to school.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | EY392815        |
| <b>Local authority</b>             | Devon           |
| <b>Inspection number</b>           | 822435          |
| <b>Type of provision</b>           | Childminder     |
| <b>Day care type</b>               | Childminder     |
| <b>Age range of children</b>       | 1 - 7           |
| <b>Total number of places</b>      | 6               |
| <b>Number of children on roll</b>  | 9               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 9 November 2009 |
| <b>Telephone number</b>            |                 |

The childminder registered in 2009. She lives in Exminster in Devon. She works Monday to Friday all year. Her opening hours are flexible according to parents' requirements. The childminder is eligible to provide funded early years education for children aged two, three, and four years.

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