

Childminder report

Inspection date	2 August 2019
Previous inspection date	11 May 2016

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

- Children develop exceptionally secure and trusting relationships with the dedicated and caring childminder. Therefore, their emotional well-being significantly supports them to make rapid progress in their learning and development.
- Children are remarkably confident in social situations. For example, they are happy to welcome visitors into their environment and enjoy encouraging them to join in with their games, such as football in the garden. They are unreservedly keen eager to show what they can do, such as their skilful 'body popping' dance moves which they animatedly practise while watching their favourite character videos.
- The childminder is extremely proactive in encouraging children to do as much as possible for themselves and always offers support and guidance, when needed. Consequently, children manage their self-care routines from quite a young age and with impressive competence.
- The childminder provides excellent opportunities for children to learn about their immediate community and the wider world. They visit the market to buy locally produced fresh fruit and vegetables for their tea. They visit Sudbury Hall and the National Trust Museum of Childhood where they crawl through narrow chimney spaces and dress up in children's clothing to experience how children lived in the Victorian era.
- Partnerships with parents are excellent. Parents comment that since their children have been in the childminder's care, they have watched them learn and grow so much. They say the childminder's patience is wonderful, that she always takes the time to teach children to be independent, and their children have made significant progress in their speaking, counting and knowledge of colours.
- The childminder has excellent links with other professionals, such as school teachers, and she uses these beyond parents' expectations to persistently keep them informed about children's achievements and school events.

What the setting needs to do to improve further

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

- continue to review opportunities for professional development to enhance further the existing high-quality of provision.

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 persons living in the household.
- The inspector spoke with children during the inspection.
- The inspector took account of the views of parents through verbal and written feedback provided.

Inspector

Lorraine Lawton

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder has a comprehensive understanding of how to respond to wider concerns about the welfare of a child. She is thoroughly aware of female genital mutilation and the duty to prevent children from being drawn into situations that may put them at risk of significant harm. The childminder continuously strives to improve her professional knowledge and expertise. For example, she describes how she gives sticks to boys as a marking tool because they learn early writing skills from being adventurous outdoors. She recognises that further professional development will help to enhance her provision even more.

Quality of teaching, learning and assessment is outstanding

The childminder has extremely high expectations of what children can learn and achieve. She successfully assesses their progress and plans for future learning based on their individual interests. She is considerably effective in maximising every daily opportunity for children to learn in the outdoor environment. For example, she sparks children's interest in mathematics by providing weighing scales for them to use in their favourite pebbled area of the garden where they learn mathematical language such as 'heavy' and 'light'. While on daily walks, the childminder talks to children about the huge size and circular-shaped wheels of passing tractors and challenges children to spot triangular and squared shapes on storm drains. The childminder has a high regard for children's language development. She constantly engages them in conversation about what they are doing. She questions them expertly and she uses Welsh and French words to enrich their vocabulary. For example, children know that 'cwch' means 'cuddle' and 'stylo bleu' means 'blue pen'.

Personal development, behaviour and welfare are outstanding

The childminder inspires children to adopt an exceptionally healthy lifestyle. They have plenty of exercise and they thoroughly enjoy a healthy variety of home-cooked teas, including vegetarian options. Children spontaneously put food and packaging into recycling containers and they love to stand at the sink and wash up after baking cakes. Children behave extremely well because the childminder is an excellent role model who consistently articulates clear guidelines for positive behaviour. Therefore, all children, including the very youngest, learn about the consequences of their actions. Older children develop meticulous manners. They know not to talk with food in their mouths and they ask if they can leave the table.

Outcomes for children are outstanding

All children make rapid progress in their learning and are extremely well prepared for their move to school. Children are extremely self-assured and are lively, enthusiastic and highly motivated learners. They interact with other children and adults at groups. They develop an extensive range of vocabulary and use complex sentences. Children hold their pencils correctly and recognise letters. They have good counting skills and are able to identify numerals and colours. All children develop a love of reading because they frequently visit the local library, having enrolled as members.

Setting details

Unique reference number	EY452900
Local authority	Staffordshire
Inspection number	10075271
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	11 May 2016

The childminder registered in 2012 and lives in Penkridge, Staffordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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