

Childminder Report

Inspection date

4 July 2018

Previous inspection date

29 July 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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 childminder and her assistant work extremely well together and are a true partnership. They share the same vision for the high-quality childcare they wish to provide. They are deeply reflective practitioners and evaluate their practice constantly.
- The childminder exhibits excellent teaching skills. She is superb at creating a sense of awe and wonder with children, which engages them in learning and gives them a thirst to explore. She is very adept at supporting children to learn new skills as her teaching is highly motivating. Children make excellent progress in their learning and development.
- Partnerships with parents are superior. Parents contribute to children's assessment from the start and enjoy ongoing dialogue about their children's care. Parents are extremely complimentary. They place particular regard on how children learn through play and have the opportunity to enhance their learning through a wide range of opportunities.
- Meaningful partnerships with other professionals are in place to support children's individual needs. For example, contact has been made with local school teachers to explore their expectations of school readiness as children prepare to leave for school.
- The childminder and her assistant actively seek the views of others and constantly evaluate how they can improve things, drive improvements and strive for excellence.
- Children have formed strong attachments to the childminder and her assistant, and they are extremely happy and settled. Children's emotional well-being is supported extremely well. Children are confident communicators and show high levels of independence.

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 already excellent ways that children can follow their own interests and learn outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistant and children during the inspection.
- The inspector completed a joint observation with the childminder as the assistant carried out an activity with children.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as children's development records, a sample of policies and procedures, processes of self-evaluation and training records.
- The inspector took account of the views of parents through written comments and letters that had been left for the inspector at the inspection.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder has a highly comprehensive understanding of the early years foundation stage and how she can support children to become motivated learners and build new skills. Safeguarding is effective. The childminder demonstrates an excellent knowledge of effective safeguarding procedures and practice. The childminder and assistant attend a wide range of targeted training and professional development opportunities. This has a direct impact on children. For example, the childminder has developed her understanding of how children learn through exploring schemas. Training information is shared between the childminder and her assistant and they constantly evaluate how this can make a positive impact in the setting. Processes of assessment are robust and ongoing. Any gaps in children's learning are quickly identified and swiftly addressed.

Quality of teaching, learning and assessment is outstanding

The childminder has a deep understanding of children's learning styles and plans a range of activities that are highly responsive to their learning needs. She gives a strong regard to offering activities which support children's natural interests and curiosities. For example, children who are interested in the natural world make a bird collage using dried flowers collected on a walk and develop their physical skills as they make a bird feeder for the garden. This activity develops into a maths activity where children consider positional language and three-dimensional shapes. Children's language is promoted extremely well. The childminder sings repetitive songs with children, initiates discussion and asks them questions to help support their thinking skills. Systems for assessment are meticulous and children make excellent progress in their learning and development. The childminder is considering further ways of enhancing learning in the outdoor area.

Personal development, behaviour and welfare are outstanding

The childminder and her assistant offer a warm, family orientated environment. Interactions with children are extremely nurturing and they are exceptionally settled. The childminder works very closely with parents and places the needs of children at the heart of her practice. For example, the childminder meets parents at the park before visiting the home to support children with the settling-in process. Independence is encouraged and children are confident in trying new things. Children's behaviour is exemplary. Children ask if they can leave the table after eating and understand the concept of sharing and turn taking. Children have fantastic opportunities to explore the wider world. For example, they go on a train to visit an Indian restaurant to celebrate Eid, grow vegetables in the garden and go on bike riding trails in a local country park.

Outcomes for children are outstanding

All children make excellent progress. They are motivated learners and actively seek out resources to lead their own play. They make strong friendships with their peers and learn how to negotiate their play and consider the needs of others. They are superbly prepared with the skills for future learning at school.

Setting details

Unique reference number	EY473002
Local authority	Rochdale
Inspection number	1105678
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	10
Name of registered person	
Date of previous inspection	29 July 2014
Telephone number	

The childminder registered in 2014 and lives in Rochdale. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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