

# Childminder Report

<b>Inspection date</b>	27 April 2015
Previous inspection date	28 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The childminder gives the highest priority to children's physical and emotional well-being. She gets to know children extremely well and ensures an inclusive environment. As a result, children thrive and are able to reach their full potential.
- The childminder carries out regular, meticulous observations and uses these highly effectively to plan exciting activities. She takes into account each child's uniqueness. In addition, she enables children to initiate their learning, providing skilful interaction to challenge them even further. As a result, all children make rapid progress.
- The childminder develops highly positive relationships with parents and other early years providers who share care of the children. This has a significant benefit to children's development and well-being. Parents' state that their children settled extremely quickly in pre-school because of their positive experiences and support from the childminder.
- The childminder provides an outstanding role model so that children behave extremely well and older children are gentle with the younger ones. She actively encourages children to respect people's differences and belongings, as well as looking after the environment. Consequently, children make outstanding progress in their personal, social and emotional development.
- The childminder continues to evaluate her practice and personal development. This ensures she keeps up to date with current legislation. For example, she is already aware of the Common Inspection Framework coming in later this year. Through research, she is already reviewing her practice to see how she can enhance the outstanding outcomes she provides for children.

## What the setting needs to do to improve further

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

- extend the opportunities older children have to use a computer to enhance their learning even further.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke to the childminder at convenient times and carried out a joint observation.
- The inspector checked safeguarding information and the premises.
- The inspector took account of the childminder's self-evaluation, personal development programme and parents' written feedback made available for the inspection.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

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

The qualified childminder is highly knowledgeable about child development and children's characteristics of learning. Her teaching is impressive. For example, she encouraged children to recall past activities and they excitedly remembered making a butterfly. This led to her reading a favourite story about a caterpillar. The props enthralled children, so that they answered questions, filled in familiar words and counted the matching items in the book. The childminder is particularly skilful at following children's lead, encouraging them to solve problems, make predications and test their ideas. She asks 'is that the same? What is different?' so that children look closely and respond appropriately. She challenges older children to find numerals to match numbers or link written letters to sounds. The childminder uses the same read/write methods to support children and prepare them highly effectively for school. Although, older children have fewer opportunities to use the computer to support their learning even further.

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

Children are extremely confident in the childminder's home and become highly independent because she enables them to do as much as they can for themselves. She provides an extensive range of resources indoors and outdoors. Children select where they want to use them, which enables them to extend their ideas. This meets their learning preferences, which motivates them extremely well. For example, children took magnifying glasses and nets outdoors to look for bugs. They also used laminated pictures to match any bugs they found. Children demonstrate exceptional hygienic practices and understand about keeping safe. For example, they thoroughly washed their hands after blowing their nose and talked about getting rid of germs. Children of all ages helped to tidy up and older children stated they must not leave small pieces out or the baby may choke.

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

The childminder has a very strong knowledge of her responsibilities to safeguard children and protect their welfare. She implements her policies to protect children from risk. The childminder seeks parents' feedback both verbally and through questionnaires to take into account their opinions when evaluating her provision. She regularly reviews her system for assessing children's learning, a recommendation at her last inspection. As a result, she has extremely effective records that help her quickly identify any gaps in children's learning. Through training, she has implemented action singing and rhythmic poetry. Children make up rhymes and stories using props, which supports every area of their development. She also provides parents with resources and ideas to support children's learning at home.

## Setting details

<b>Unique reference number</b>	142385
<b>Local authority</b>	Somerset
<b>Inspection number</b>	836624
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28 January 2009
<b>Telephone number</b>	

The childminder registered in 1986. She lives in Wellington, Somerset. The childminder holds an early years qualification at level 3. She is a member of an approved childminding network and receives funding to provide free early education to children aged three and four year. The childminder offers care Monday to Friday for 48 weeks a year. She walks to pick-up and drop-off children at the local school and pre-school.

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