

Childminder Report

Inspection date

29 September 2015

Previous inspection date

1 April 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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

- Teaching is consistently outstanding. The childminder fully understands how young children learn and expertly builds on their enthusiasm for learning. Children's development is accurately assessed by the childminder. She provides a rich range of interesting experiences to meet children's individual learning needs. They are exceptionally well prepared for school.
- The childminder develops remarkably strong partnerships with parents. She implements a wealth of ideas to support a shared approach towards children's care and learning. Achievements made at home are included in the planned learning for each child.
- Children eagerly talk about what they are doing with the childminder and her assistants. They are rapidly developing their communication and language skills.
- Children play a key role in their own learning. They choose their own resources from a wide selection of toys and materials accessible indoors and outdoors. Children make shared decisions throughout the day about where they want to play. They choose to eat snacks and meals as picnics outdoors. They cooperate, show consideration for each other and develop good social skills during play.
- The childminder is extremely proactive in seeking feedback on her practice, including views from other professionals and parents to assist her own critical evaluation. She has gained Early Years Teacher Status to enhance the high quality of her teaching. The childminder observes her assistants and supports their attendance at relevant training to help them to reflect on their practice.
- The childminder develops very strong partnerships with other settings that children attend. She shares her assessments of their progress effectively to ensure that partnerships promote a shared approach towards children's care and learning.

What the setting needs to do to improve further

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

- consider exploring further opportunities for adults to use descriptive language when modelling language for children during routines and activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed activities in the childminder's house and talked with the childminder, assistants and children at appropriate times throughout the inspection.
- The inspector observed a planned routine and jointly evaluated this with the childminder.
- The inspector looked at a range of documentation, including policies and evidence of the suitability of household members. She also looked at observation and assessment documentation and the safeguarding procedures.
- The inspector spoke to parents and took account of their views. The inspector also took account of the views of parents as provided in documentation.
- The inspector reviewed the childminder's self-evaluation record and other records of reflective practice.

Inspector

Patricia Pickens

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder demonstrates an astute awareness of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She frequently reviews her procedures so that they support her in meeting all requirements. The childminder has completed an extensive training programme that has helped to underpin her already excellent practice. She monitors staff performance and training effectively and has a proactive approach towards reviewing her methods of assessment of children. This includes the information that she obtains and shares with parents to ensure that all children make rapid progress. The arrangements for safeguarding are effective. The childminder has a comprehensive knowledge of the safeguarding procedures. She thoroughly considers every aspect of children's welfare and consistently promotes this.

Quality of teaching, learning and assessment is outstanding

The well-qualified childminder demonstrates a precise understanding of the learning and development requirements of the Early Years Foundation Stage. She pays exceptional attention to resources, both indoors and outdoors, so that wherever children play they have opportunities to make choices and learn. The outdoor environment provides rich learning opportunities. Children learn about construction and building as they play imaginatively with large cardboard. Children create a house, a boat and a ball pool for the babies. They competently use their mathematical skills to compare the size and shape of the cartons with simple calculations. Children learn new words very rapidly and confidently use them in conversation. The childminder has recognised the further potential in using more descriptive language during routines to increase children's vocabulary.

Personal development, behaviour and welfare are outstanding

The childminder finds out detailed information about children's individual needs, in order to identify how she may best help them. Children quickly form trusting relationships with the childminder and her assistants, and they are exceptionally confident and enthusiastic. Children rapidly develop an understanding of the links between healthy food and good health. They plant and grow a variety of fruit and vegetables before gathering them to eat. Children thoroughly enjoy playing outdoors. They take turns riding on large vehicles, running and kicking balls. Children's emotional well-being is extremely well promoted. The childminder consistently promotes positive behaviour and is a highly effective role model. Children are fully aware of her high expectations and show an excellent understanding of the childminder's house rules. The childminder promptly acknowledges children's cooperation, effort and achievements, and this contributes greatly to their self-esteem and growing sense of responsibility.

Outcomes for children are outstanding

All children make rapid progress from their starting points, and gaps are closing rapidly for children who receive additional support. They are motivated to learn and persist with activities. The childminder ensures that children are equipped with all the skills they will need in readiness to move on to school.

Setting details

Unique reference number	223631
Local authority	Shropshire
Inspection number	854646
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	25
Name of provider	
Date of previous inspection	1 April 2009
Telephone number	

The childminder was registered in 1987 and lives in Ellesmere. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has Early Years Teacher Status and works with three assistants.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

