

# Childminder Report

## Inspection date

14 December 2015

Previous inspection date

18 April 2012

| <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        |
| 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 has exceptionally strong partnerships with parents, other professionals and settings that children move on to. These contribute to children's well-being and their excellent progress.
- The childminder succinctly evaluates and makes improvements to her provision on a regular basis. She regularly seeks children's and parents' views, which she incorporates in her ongoing plans for continual improvement.
- The childminder provides an inspirational learning environment that successfully encourages children's independence, creativity and imagination. It is thoughtfully planned and includes a comprehensive range of high-quality toys and equipment to enrich learning.
- The childminder and her assistants plan activities and experiences to extend children's learning in all areas. They complete focused observations and assessments of children's development, which help them to accurately identify children's learning needs. These, and the excellent quality of teaching, help children to make rapid progress.
- The childminder and her assistants are particularly attentive and responsive to the individual needs of children. This helps children form a strong bond and settle quickly into their care. Children are highly motivated and eager learners.
- The childminder very effectively monitors children's progress. Strategies are put in place to ensure any gaps in learning identified are swiftly closed.

## 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 the performance review systems to ensure that all assistants' teaching remains outstanding.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector had discussions with the childminder and assistants. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

### Inspector

Helene Terry

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder and her assistants are very clear about safeguarding procedures and children are protected extremely well. The childminder follows safe recruitment procedures. She organises detailed induction processes for new assistants and ongoing supervision meetings to evaluate the quality of teaching and their suitability. She identifies that her performance review methods need to be more in depth, so that teaching maintains its outstanding quality. The childminder attends regular training. She is currently doing a foundation degree in early years. Her assistants have excellent opportunities for training and continuously develop their skills and qualifications. Children fully benefit from their expert practice.

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

A rich and varied learning programme of activities is provided to incorporate children's specific next steps in learning and their interests. All children are happy, engaged and motivated to learn. The quality of teaching is of an exceptionally high standard. Children's excellent progress and achievements are tracked and shared with parents. The childminder has been highly successfully in engaging parents in their child's learning and they frequently contribute to their child's learning records. Every opportunity to introduce new words and engage children in meaningful conversations is seized. Children are very inquisitive and ask lots of questions about how things work and why things happen. They enthusiastically recall past events and talk excitedly about things that interest them. They learn about their environment and confidently talk about where and how different fruit and vegetables are grown. Children learn to problem solve when they discover how to make their dough smaller so that it fits into a container.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is excellent given their ages. They are highly responsive to the staff, who know how to get the best out of them. Staff are good role models and children learn to take turns, respect others and use very good manners. Children are enthusiastic during care routines because they have learnt to become independent, relative to their ages and stages of development. Children learn about good hygiene practices as they are supported to brush their teeth after meals. Children are provided with lots of opportunities to be physically active. They delight in playing outside and quickly learn how to safely use a wide variety of play equipment. Children enjoy activities that help them learn to respect and value people's differences and similarities. They have also enjoyed a visit from the fire service as part of their activities to help them understand about the wider community and people who help us.

### Outcomes for children are outstanding

All children, including those in receipt of funding, disabled children and those with special educational needs, make excellent progress from their starting points. They develop an extremely positive attitude towards learning. Their superb levels of attainment mean they are exceptionally well prepared for their next stage of learning, including the move on to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY432718  |
| <b>Local authority</b>             | Kirklees  |
| <b>Inspection number</b>           | 853330  |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 5   |
| <b>Total number of places</b>      | 18  |
| <b>Number of children on roll</b>  | 11  |
| <b>Name of provider</b>            |   |
| <b>Date of previous inspection</b> | 18 April 2012   |
| <b>Telephone number</b>            |   |

The childminder was registered in 2012 and lives in Liversedge, West Yorkshire. She employs two assistants. All hold appropriate early years qualifications at level 3 or above. One assistant holds a degree in teaching. The childminder operates all year round except for bank holidays and family holidays. The childminder provides care for disabled children and those with special educational needs. She also provides funded early education for three- and four-year-old children.

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