

# Childminder Report

<b>Inspection date</b>	28 February 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
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 exceptional. The childminder and her assistants use an extensive range of high-quality strategies to support children's learning and development. A highly focused programme of professional development is in place and ensures their skills and knowledge are first class.
- The childminder makes rigorous and accurate assessments of children's learning. This information is used extremely well to plan rich, challenging and imaginative experiences that help children to make the best possible progress.
- The childminder demonstrates a strong, passionate drive to continually develop her provision and improve outcomes for children. She continually reviews children's assessment information and uses this to identify where improvements to practice can be made.
- Partnerships with parents are strong. A wide range of successful strategies keeps them updated with the progress their children are making and supports children's learning further at home.
- The childminder supports children's emotional and physical needs extremely well when they first start attending. Highly effective use is made of information gathered from parents to provide continuity in children's routines.
- Childminding assistants are supported exceptionally well through a continuous cycle of observations and highly effective supervision meetings. This helps them to continually improve their already very strong teaching even further.
- Partnerships with local schools are excellent and well established. Information shared between professionals is used extremely well by the childminder to provide continuity and support for children.

## What the setting needs to do to improve further

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

- continue to implement the plans for the outdoor provision to provide even more inspiring learning opportunities for children who prefer to learn outside.

### 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 observation 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 and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder is well qualified. She uses her professional knowledge exceptionally well to provide a safe and stimulating environment that promotes children's learning to the highest level. The childminder monitors the quality of her provision exceptionally well. Her dedicated assistants provide her with first-class support and ensure all activities are highly effective in meeting children's individual needs. They have identified the need to provide even more learning opportunities, especially for children who like to play outdoors. The arrangements for safeguarding are effective. The childminder is highly committed to accessing professional development opportunities, ensuring her knowledge and practice is continually updated. She has strong knowledge of the signs and symptoms that may indicate possible abuse. She knows how to act swiftly should she have any concerns regarding a child in her care.

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

The childminder demonstrates exceptional skills in supporting children's communication skills, including those who speak English as an additional language. Very young children benefit from hearing words modelled for them. They babble and increasingly experiment with sounds and use their fingers to point to things that interest them. Older children respond extremely well when the childminder asks them questions. For example, when looking at a picture of a bee keeper wearing protective clothing, children make statements, such as, 'He is protecting himself'. Excellent opportunities are provided for children to find things out for themselves and solve simple problems. The childminder helps them to think about how they will remove a small ball when it becomes stuck inside a tube. Children know where to find equipment they need, and quickly find a plastic knife to solve the task.

### Personal development, behaviour and welfare are outstanding

The childminder welcomes children into her friendly, stimulating home environment. They develop superb relationships with her, the assistants and other minded children. Very high levels of care are provided and children are supervised extremely well at all times. Very young children benefit highly from excellent interactions. This helps them to settle quickly and seek comfort when they are tired or upset. The childminder ensures she is close by so that children feel safe, develop confidence and are motivated when exploring their surroundings. Children are encouraged to take part in activities. They are given appropriate explanations so they develop an excellent understanding of the importance of keeping themselves safe. Children's behaviour is excellent. The childminder helps them to develop a strong awareness of behavioural expectations within the home environment.

### Outcomes for children are outstanding

Children make high rates of progress. They are extremely well prepared with the skills and knowledge they require for their future learning in school. Children develop confidence in using mathematical vocabulary as they play. They count the number of pretend candles on a cake they have made from dough. Children ask questions, such as, 'Is this a circle?' to understand the shapes they have made.

## Setting details

<b>Unique reference number</b>	EY494457
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1029405
<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>	18
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2015 and lives in Ashington, Northumberland. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with assistants.

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