

Childminder report

Inspection date	11 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children form close, wonderful relationships with the childminder and her assistants. Strong friendships are evident across all age groups. Older children are very considerate of the younger ones in all activities. Behaviour is excellent.
- The childminder accurately monitors and assesses children's learning. She tracks children's development and identifies where there are any gaps in their learning. The childminder carefully plans what children need to learn next, to help them make good progress.
- Children are offered extensive daily opportunities for exercise and fresh air. They eagerly enjoy outdoor activities that the childminder offers, which involve exploring farms and local areas. Children delight in assisting a volunteer group to clear litter at the local park.
- Partnerships between the childminder and her assistants are strong. They work well together, which enables them to provide an organised learning environment for children to thrive in.
- The childminder has not fully explored ways to build continually on the quality of practice for her and her assistants, to develop an expert knowledge of teaching.
- The childminder does not work as successfully as possible with other settings that children currently attend, to fully support children's care and learning.

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**Great Britain: Department for
Education and Skills**



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The annual report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2006/07 Great Britain. Office for Standards in Education, 2007-10-17 This publication brings together OFSTED inspection and regulation data covering the period from September 2006 to August 2007 With the establishment on 1 April 2007 of the Office for Standards in Education Children's Services and Skills OFSTED's responsibilities for inspecting children's services changed substantially with OFSTED now regulating and inspecting childcare children's social care and provision for learners of all ages The first part of the report summarises the outcomes of routine inspections and regulatory visits across OFSTED's remit The second part of the report examines three important themes in education and care i improved life chances of children and older learners from disadvantaged backgrounds ii the experience of children and young people where education and care develops awareness of personal cultural and national identity iii the effectiveness of education and training for young people entering work The report also refers to the national test results for 2007

Bullying and Racist Bullying in Schools Dr. Sairah Qureshi, 2013-04-24 Unlike most this book highlights gaps in the literature as well as addressing the core issue what schools parents and educators are missing when it comes to dealing with bullying and racism Henceforth schools face underreporting on a significant level Through academic and practical research the author emphasizes areas for growth in anti bullying education within the school curriculum and presents recommendations which include methods to eradicate all forms of bullying Included are modules and class based activities This book is ideal for school teachers educators and researchers

Countering Extremism in British Schools? John Holmwood, Therese O'Toole, 2018 In 2014 the Trojan Horse affair an alleged plot to Islamify several state schools in Birmingham caused a previously highly successful school to be vilified Holmwood and O Toole challenge the accepted narrative and show how it was used to justify an intrusive counter extremism agenda

Evidence-Informed Policy and Practice in Education Chris Brown, 2014-12-18 Evidence use is now part of the rhetoric of educational research policy and practice Grounded in the contention that using evidence can help educationalists develop better solutions to the key issues facing teaching and learning today Chris Brown seeks to develop a complex rich and socially situated framework to aid researchers practitioners and policy makers to better understand how evidence informed policy and practice can be successfully conceived and enacted In Evidence Informed Policy and Practice in Education Brown journeys through his past empirical work while also employing the ideas of a number of key social theorists and philosophers including Baudrillard Eco Flybjerg Kant and Aristotle in order to give research on evidence use a more rigorous conceptual underpinning Examining and critiquing evidence use both by schools and government and critically engaging with topics as wide ranging as consumption and rationality Brown concludes by setting out an overarching model of evidence informed policy and practice In doing so he also provides a compelling vision for the future role of researchers both within this model and for the promotion of evidence generally

Leading Schools in Challenging Circumstances Philip

Smith, Les Bell, 2014-01-16 The leadership of schools can make a significant difference to enhancing the life chances of students in schools and enabling them to succeed This book examines leadership within schools focusing on securing success within a challenging social and political environment It explores the approaches to leadership adopted by four successful secondary school headteachers in a local authority situated in an area of high social deprivation and identifies the impact the headteachers of these schools have on staff students and community It analyses the key leadership strategies of these successful school leaders strategies that can be deployed in all schools and explores the links between leadership theories and leadership actions The book goes on to examine how these strategies were actually implemented in a failing school in challenging circumstances and shows how other schools might benefit from such strategies and the insights on which they are based

Fortin's Children's Rights and the Developing Law Rachel E. Taylor, 2024-02-29 The notion that children constitute an important group of rights holders has gained increasing acceptance both domestically and internationally Nevertheless this rhetorical commitment to children's rights is not necessarily realised in practice Now in its fourth edition Fortin's Children's Rights and the Developing Law explores the extent to which law and policy in England promotes or undermines the rights of children Fully revised and updated this textbook uses current research on child development and welfare to reflect on the extent to which the law fulfils children's rights in a wide range of areas including medical law education and child poverty These developments are measured against the domestic law and the UK's international obligations under for example the United Nations Convention on the Rights of the Child

Girlhood, Schools, and Media Michele Paule, 2016-09-13 This book explores the circulation and reception of popular discourses of achieving girlhood and the ways in which girls themselves participate in such circulation It examines the figure of the achieving girl within wider discourses of neoliberal self management and post feminist possibility considering the tensions involved in being both successful and successfully feminine and the strategies and negotiations girls undertake to manage these tensions The work is grounded in an understanding of media educational and peer contexts for the production of the successful girl It traces narratives across school television and online in texts produced for and by girls drawing on interviews with girls in schools online forum participation within the purpose built site www.smartgirls.tv and girls discussions of a range of teen dramas

Behaviour and discipline in schools Great Britain: Parliament: House of Commons: Education Committee, 2011-02-03 Poor and disruptive behaviour in the classroom reduces children's ability to concentrate and absorb information and it unsettles children and causes immense stress for teachers Persistent poor behaviour in schools can have far reaching and damaging consequences for children and can limit their horizons this is not a problem to be ignored The Department for Education should collect sample data on all serious incidents in schools complemented with survey data from teachers pupils parents and carers to allow assessment of the state of behaviour in schools A good school behaviour policy agreed and communicated to all staff governors pupils parents and carers consistently applied is the basis of an effective approach to managing

behaviour The Committee supports proposals to give clearer emphasis on leading and supporting staff in maintaining and improving standards of behaviour in schools Schools should also be proactive in establishing relationships with parents and carers on behavioural matters There are various practical techniques for managing behaviour effectively but these are poorly disseminated The forthcoming Green Paper on special educational needs and disability should cover the links between special educational needs and behaviour The Committee supports the retention of independent appeals panels for exclusions There are though serious concerns over provision of educational psychology services and access to Child and Adolescent Mental Health Services CAMHS The Government should consider passing the responsibility for budgets and commissioning of all children s community health services including mental health services and speech language and communications needs specialist services to local authorities

Essays on Teaching Education and the Inner Drama of Teaching Robert V. Bullough Jr, 2019-02-25 Challenges teacher educators face coupled with select aspects of teachers genuine experiences of teaching is an area that has been neglected and is often under appreciated *Essays on Teaching Education and the Inner Drama of Teaching* comprises 11 essays that address and illuminate the place where troubles and issues biography and history meet

School Accountability Great Britain. Parliament. House of Commons. Children, Schools and Families Committee, 2010 Incorporating HC 353 i to vi session 2008 09

Education for All Richard Pring, Geoffrey Hayward, Ann Hodgson, Jill Johnson, Ewart Keep, Alis Oancea, Gareth Rees, Ken Spours, Stephanie Wilde, 2012-08-21 There are two key questions at the heart of the ongoing debate about education and training for all young people irrespective of background ability or attainment What counts as an educated 19 year old today Are the models of education we have inherited from the past sufficient to meet the needs of all young people as well as the social and economic needs of the wider community *Education for All* addresses these questions in the light of evidence collected over five years by the Nuffield Review of 14 19 Education and Training the most rigorous investigation of every aspect of this key educational phase for decades Written by the co directors of the Nuffield Review *Education for All* provides a critical comprehensive and thoroughly readable overview of 14 19 education and training and makes suggestions for the kind of education and training that should be provided over the coming decade and beyond The authors acknowledge that much has been achieved by the respective governments massive investment in resources closer collaboration between schools colleges training providers voluntary agencies and employers recognition and promotion of a wider range of qualifications They are also optimistic about the good things that are going on in many secondary classrooms enormous amounts of creativity courageous efforts to meet problems a deep concern and caring for many young people otherwise deprived of hope and opportunity But they argue for a radical reshaping of the future in the light of a broader vision of education a greater respect for more practical and active learning a system of assessment which supports rather than impoverishes learning respect for the professional expertise of the teacher a more unified system of qualifications ensuring progression into higher education and employment the creation of strongly

collaborative and local learning systems and a more reflective and participative approach to policy Education for All should be read by everyone working in or with an interest in secondary level education in England and Wales and beyond

Department for Education and Skills departmental report 2007 Great Britain: Department for Education and Skills, 2007-05-17 Dated May 2007 With correction slip dated May 2007 **A Manifesto for Excellence in Schools** Rob Carpenter, 2018-10-18 Rob Carpenter took a school from Special Measures to Outstanding in less than two years and firmly believes that the quality of teaching and leadership holds the key to raising standards in our schools today A Manifesto for Excellence in Schools will help all teachers and leaders to transform learning journeys both individual and whole school so that your school is inclusive and supportive creating the best education for all This book suggests new ways to ensure that all children succeed and advocates that learning journeys are connected to a moral purpose positive learning habits and that they help young people make sense of the world around them Framed around the context of ever increasing expectations for pupils and the growing focus on learning mastery A Manifesto for Excellence in Schools contains a balance of both practical advice and multiple examples resources and ideas for teachers and leaders to plan and deliver high quality learning experiences At its heart this book is all about helping teachers and leaders to become architects for learning by helping them to design classrooms curricula and whole school practices that are inclusive engaging and above all excellent *System Leadership In Practice* Higham, Rob, Hopkins, David, Matthews, Peter, 2009-05-01 The idea of system leadership i e not just directly for the success and welfare of students in your own school but also in other schools is a new exciting and growing phenomenon in English education which is gaining widespread interest both in the UK and internationally But there is not yet any detailed analysis of its emergence in practice This book fills that void by bringing in depth analysis to a term on the lips of many in the educational world Law and Religion in the Liberal State Md Jahid Hossain Bhuiyan, Darryn Jensen, 2020-05-28 The relationship between law and religion is evident throughout history They have never been completely independent from each other There is no doubt that religion has played an important role in providing the underlying values of modern laws in setting the terms of the relationship between the individual and the state and in demanding a space for the variety of intermediate institutions which stand between individuals and the state However the relationships between law and religion and the state and religious institutions differ significantly from one modern state to another There is not one liberalism but many This work brings together reflections upon the relationship between religion and the law from the perspectives of different sub traditions within the broader liberal project and in light of some contemporary problems in the accommodation of religious and secular authority *The Cambridge Primary Review Research Surveys* Robin Alexander, Christine Doddington, John Gray, Linda Hargreaves, Ruth Kershner, 2012-08-06 The Cambridge Primary Review Research Surveys is the outcome of the Cambridge Primary Review England s biggest enquiry into primary education for over forty years Fully independent of government it was launched in 2006 to investigate the condition and future of primary

education at a time of change and uncertainty and after two decades of almost uninterrupted reform Ranging over ten broad themes and drawing on a vast array of evidence the Review published thirty one interim reports including twenty eight surveys of published research provoking media headlines and public debate before presenting its final report and recommendations This book brings together the twenty eight research surveys specially commissioned from sixty five leading academics in the areas under scrutiny and now revised and updated to create what is probably the most comprehensive overview and evaluation of research in primary education yet published A particular feature is the prominence given to international and comparative perspectives With an introduction from Robin Alexander the Review's director the book is divided into eight sections covering children's lives and voices school home and community children's development learning diversity and needs aims values and contexts for primary education the structure and content of primary education outcomes standards and assessment in primary education teaching in primary schools structures and processes teaching in primary schools training development and workforce reform policy frameworks governance funding reform and quality assurance The Cambridge Primary Review Research Surveys is an essential reference tool for professionals researchers students and policy makers working in the fields of early years primary and secondary education

International Handbook of Research and Development in Technology Education, 2009-01-01 This international handbook reflects on the development of the field of technology education From reviewing how the field has developed and its current strengths consideration is given to where the field might go and how it can be supported in this process This handbook argues that technology is an essential part of education for all and it provides a unique coverage of the developing field of technology education It is divided into eight sections from consideration of different approaches to education in different countries through thinking about the nature of technology perceptions of technology relationships between science technology and society learning and teaching assessment teacher education and professional development and developed and developing research approaches This book constitutes a significant collection of work from numerous countries and authors actively engaged in technology education research and development It is intended for graduate students academics researchers curriculum developers professional development providers policy makers and practitioners The development of this handbook represents an important step in the maturity of the field of technology education The field has matured as our technological society has matured to the point that research and practice can be documented as shared in this publication Historians will look at this international handbook as a significant comprehensive step for a field of education that focuses on technology innovation design and engineering for all students Kendall Starkweather Ph D DTE CAE ITEA Executive Director

Methods and Modalities of Effective School Inspections Melanie C.M. Ehren, 2016-04-05 This book provides an overview and discussion of the evidence base of effective school inspections reflecting on issues of validity and reliability of school inspections in relation to school effectiveness research unintended consequences and emergent roles and responsibilities of Inspectorates of Education

Chapters include findings from systematic literature reviews and primary research while also presenting a range of practical examples from inspections systems from all over the world The book provides relevant background materials for Inspectorates of Education who aim to improve the effectiveness of their systems and working methods as well as clear examples for researchers aiming to analyse and understand the effectiveness of these systems The final chapter reflects on changes in the current education landscape and discusses newer models of school inspections that fit within a more decentralized inspection system

Values and Professional Knowledge in Teacher Education Nick Mead,2019-02-01 Values and Professional Knowledge in Teacher Education provides distinctive insights into potential strengths to develop trainee teachers values within school based training Looking at the personal moral and political values of trainees as fundamental to strategic and critical professional knowledge the book considers a key question about training contexts to what extent is teacher education embedded in the purpose and rationale of the school so that trainees values and consequently their autonomy and identity can flourish The book is research focused and offers case studies that offer vicarious experiences which resonate with the professional needs and concerns of teacher educators The book opens with a reflective narrative on the experience of a teacher educator in England Further chapters explore international perspectives on values and professional knowledge in teacher education applied theoretical principles for developing the relationship between trainee teachers values and their professional knowledge the impact of university and school based training contexts on the development of values based professional knowledge and the challenge of a values based professional knowledge to current teacher education practice Values and Professional Knowledge in Teacher Education will be of great interest to academics and post graduate students in the field of education university and school based teacher educators trainee teachers researchers policymakers and school leaders

Tackling Behaviour in Your Primary School Ken Reid,Nicola S. Morgan,2012 This highly practical resource provides teachers student teachers teaching assistants and behaviour specialists with a ready made resource packed full of strategies ideas activities and solutions to help you manage behaviour in even the toughest of classrooms

Ofsted Inspection Report 2007 Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the energy of words has become more evident than ever. They have the ability to inspire, provoke, and ignite change. Such is the essence of the book **Ofsted Inspection Report 2007**, a literary masterpiece that delves deep to the significance of words and their effect on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book's key themes, examine its writing style, and analyze its overall effect on readers.

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