

Childminder Report

Inspection date

2 July 2015

Previous inspection date

29 April 2009

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

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. The childminder provides an exceptional range of unique and high-quality learning experiences for children providing a strong base from which they can and learn and develop. Therefore, children make excellent progress in their learning.
- Children are taken on regular exciting outings around the local area which promotes their social skills, physical development and understanding of the world in which they live.
- The childminder follows a targeted programme of professional development ensuring she is constantly improving her first-rate practice.
- The childminder ensures children's individual needs are met extremely well. Children form strong attachments with the childminder and their friends, which promotes their well-being effectively.
- The childminder establishes highly effective partnerships with parents. They share ongoing information about children's care and learning needs and this ensures continuity between the setting and home.
- The childminder has a secure knowledge and understanding of safeguarding children and the procedures to follow should she have a concern about children's welfare. She provides an extremely safe environment for them to play and explore both inside and out.

What the setting needs to do to improve further

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

- extend children's imaginative play further during role-play to help develop their own ideas.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both inside and outside.
- The inspector joined the childminder at an activity to jointly observe a child's learning.
- The inspector looked at documentation including policies, safeguarding procedures and documents relating to children's progress.
- The inspector spoke to a parent during the inspection and took account of their views.

Inspector

Penelope Redwood

Inspection findings

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

The childminder motivates children to learn by working with parents and using her creative expertise in teaching to provide a range of excellent, unique learning opportunities both inside and out. For example, she engages children in role play experiences that she has specifically set up around children's interests. Children enjoy pretending to go camping and wash the cars based on their own personal experiences. This ensures children remain interested and focused on activities. They develop essential social skills; they ask questions and listen to answers which ensure they are very well prepared for moving to the next stage in their learning or starting school. The childminder works in very close partnership with parents to support and promote each child's needs through a shared approach. Planning and assessment arrangements are sharply focused on every child's needs. The childminder monitors their progress carefully and shares this information with parents regularly, to help ensure every child makes rapid progress in all areas.

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

The childminder uses positive reinforcement so that children respect others, keep safe and understand how to behave in appropriate ways. The childminder is an extremely good role model and plays alongside the children supporting them with sharing and taking turns. This helps children to form strong attachments with peers and to quickly understand what behaviour is acceptable. Children develop an excellent understanding of healthy lifestyles. They eat healthy snacks, take regular exercise and learn about their own needs, such as having plenty of water after physical activity. The children have attended multicultural events in the local children's centre where they have had the opportunity to meet people from all over the world.

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

The childminder is confident around her responsibilities in implementing the requirements of the Early Years Foundation Stage. The childminder supervises children at all times in the setting and on outings. The childminder is constantly looking to improve her practice and develop the setting. For example, she has recognised that she can add more resources to her role-play areas for children to use imaginatively in different ways. The childminder attends local authority training on a regular basis and this leads to a very high level of consistency of practice. The childminder uses training and parents' views to improve the provision and to ensure the best possible outcomes for all children. Therefore, she makes ongoing improvements to develop her already high quality provision.

Setting details

Unique reference number	EY355849
Local authority	Portsmouth
Inspection number	835322
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	29 April 2009
Telephone number	

The childminder was registered in 2007 and lives in a residential area of Portsmouth. Opening times of the setting are from 8am to 6.00pm. The premises are within walking distance to local schools, parks, shops and the beach. The childminder has a qualification in early years at level 3. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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