

Childminder Report

Inspection date

11 November 2015

Previous inspection date

13 October 2010

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

- Children enjoy a wealth of resources, and rich and varied learning experiences. They are absorbed in their play. The childminder's deep understanding of how children learn enables her to skilfully develop and extend their play.
- The childminder carefully observes children. She involves parents, children and other settings to accurately assess children's development. She focuses sharply on what children need to learn next so that all children, including those in danger of falling behind, make rapid progress.
- The childminder works extremely closely with parents and shares information to gain a thorough understanding of each child's needs. Children settle quickly and form close bonds with the childminder.
- The childminder has an excellent understanding of the safeguarding and welfare requirements. She follows exemplary practice in meeting these to a very high standard that helps her keep children healthy and safe in her home and on outings.
- The childminder's high expectations of herself and the children drive her desire for improvement. Her critical evaluation of all she does and her research into new ideas continuously improves the quality of care and learning she provides.

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 outdoor space so that children of all ages can enjoy playing outside throughout the year.

Inspection activities

- The inspector observed the childminder interacting with children during daily routines and play indoors and in the garden.
- The inspector discussed with the childminder how she meets children's individual needs, supports their learning and monitors their progress.
- The inspector examined documents and records used by the childminder in her business, including children's records, policies and procedures, evidence of training and qualifications.
- The inspector looked at all areas of the home and resources used by the children.
- The inspector took account of parents' written views.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder makes excellent use of her knowledge to implement robust policies and procedures to protect children from harm. She keeps meticulous records that she reviews regularly. She tailors resources and activities to each child. She demonstrates her quest for excellence in the resources she makes to enhance children's learning. For example, she provides activities for parents to use with their children at home. The childminder values parents' input and shares their expertise so all parents and children benefit. She has fully addressed previous recommendations. In particular, accurate assessments help her focus sharply on children's progress.

Quality of teaching, learning and assessment is outstanding

The childminder encourages children to play creatively and develop their ideas. She takes every opportunity to talk to babies, encouraging them to babble and use gestures. Children become fluent and confident talkers. Babies quickly become mobile as they crawl around the home and older children enjoy being active outside. Children explore ideas and find solutions as they play, such as with pipes, balls and water. The childminder plans to provide shelter and outdoor clothing so that babies and children can play comfortably outside in all weathers. Older children show a keen interest in reading and writing. The childminder helps them hear sounds in words and begin to blend these into simple words. They make marks with different materials and older children write their names. The childminder makes excellent use of daily activities, such as counting and sharing fruit, to develop mathematical skills.

Personal development, behaviour and welfare are outstanding

The childminder is warm and caring. She responds quickly to children's individual needs and they grow in confidence and independence. The childminder encourages children to explore her home and the wealth of play resources. She is an excellent role model. Children learn to behave well and are exceptionally sensitive to other's needs and feelings. Activities are pitched at just the right level to help children appreciate different people, cultures and festivals. The childminder sensitively encourages children to manage their personal care. They quickly master new skills, such as putting on coats and cutting up fruit. The childminder finds innovative ways to encourage children to try new tastes and textures, and they develop a positive attitude to healthy eating. Children gain an excellent understanding of how to keep themselves safe, such as playing gently with babies.

Outcomes for children are outstanding

The childminder has high expectations for all children and uses highly effective teaching methods. As a result, children make rapid progress from their starting points. They are extremely well prepared for the next stage in their education, including starting school.

Setting details

Unique reference number	EY409863
Local authority	Hampshire
Inspection number	831795
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	13 October 2010
Telephone number	

The childminder registered in 2010. She lives in the village of Grateley, near Andover, Hampshire. She cares for children every weekday throughout the year, except for family holidays. The childminder is accredited to receive government funding for the provision of early education for children aged two, three and four years.

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