

Childminder Report

Inspection date

30 November 2015

Previous inspection date

5 February 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
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 make excellent progress in all areas of learning. The childminder has a highly accurate understanding of children's individual needs. She adapts her expectations extremely skilfully to provide precise levels of support and challenge for each child.
- The childminder works in very close partnership with parents and other settings children attend to ensure children receive consistent support for their care and learning needs.
- Children have fun and are very motivated to learn. The wide range of highly interesting and stimulating activities closely reflect children's interests and learning needs.
- Children are very polite and understand how to behave. They take turns, share and are very respectful towards each other. They form a very strong bond with the childminder and develop highly positive relationships with other minded children.
- The childminder is totally committed to providing high-quality care and learning. She constantly builds upon her own skills and uses these to help her make improvements in her practice to maintain excellent outcomes for children.
- The childminder is particularly vigilant about safety. For example, children learn to sing a song, which reinforces road safety principles before crossing the road. Children are very aware of how to keep themselves safe.
- Children are very confident and independent. The childminder provides them with constant and caring reassurance, along with high levels of praise and encouragement.

What the setting needs to do to improve further

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

- help children gain a greater awareness of what makes them unique within their own families.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and a sample of other documentation, including policies and procedures.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder has an excellent understanding of her role and responsibility. She constantly reflects on her practice and activities to ensure she is doing the very best she can to support children's care and learning needs. Changes to settling-in routines have given her a very secure understanding of the starting points in children's learning. She identifies and supports their needs very carefully. For example, she visits all children in their own homes before they start. The childminder monitors and evaluates children's development exceptionally well. She continuously reflects on this to make sure she fully supports their learning needs in all areas. Safeguarding is effective. The childminder is highly confident in the procedures to follow in the event of a child protection concern. She shares her knowledge with her assistant and monitors her practice, helping to ensure a consistent approach.

Quality of teaching, learning and assessment is outstanding

Children explore and investigate eagerly during their play. Activities are fun and exciting, as well as carefully planned to target children's individual learning needs. For example, children scoop, pour and sort objects, solving problems and gaining an increasing awareness of capacity and size as they do so. The childminder takes immediate action to spot and then narrow any gaps in children's learning, so that all children make rapid progress. For example, children take books and games home to share with their families, and their early literacy skills improve very quickly. Children have very confident communication skills. During their chosen activities, the childminder engages children in discussions, asks questions and plays games, such as using rhyming words. The childminder teaches children alternative methods of communication when appropriate, such as simple sign language, and uses languages that children speak at home.

Personal development, behaviour and welfare are outstanding

Children are extremely proud of their achievements and have high levels of self-esteem and belonging. For example, they enjoy seeing their photographs and artwork on the walls and their achievements are also celebrated through special awards. However, children are not always as confident to talk about their place in their own families. The childminder gives children a sense of ownership and responsibility for their own actions; for example, involving them in developing the house rules. The childminder follows stringent routines and procedures to protect children's health and safety.

Outcomes for children are outstanding

Children are highly motivated. They learn communication, number and literacy skills extremely well given their starting points. They manage their own needs very confidently. This prepares them well for the next stage in their learning.

Setting details

Unique reference number	112131
Local authority	Hampshire
Inspection number	824986
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	5 February 2009
Telephone number	

The childminder registered in 1989. She lives in West Totton, near Southampton in Hampshire. The childminder is accredited to accept early years funding for children aged two, three and four years. She occasionally works with an assistant. She provides care for children all year round, Monday to Friday from 8am to 6pm.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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