

# Childminder Report

## Inspection date

23 March 2016

Previous inspection date

19 October 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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's behaviour is excellent. They settle extremely quickly into an exceptionally nurturing environment. They show great respect and consideration for each other and are very happy.
- The childminder has an expert knowledge of how to promote children's learning. She meticulously monitors children's development, and works very closely with parents to ensure all children make outstanding progress.
- The childminder uses robust and rigorous systems to review her practice and improve outcomes for children. She seeks the views of parents, children and other professionals, to help her evaluate her work very precisely and to set herself challenging targets for improvement.
- The childminder uses her recent training and professional development to continuously improve her excellent teaching skills. She updates her practice regularly, and quickly implements new understanding and knowledge, to provide rich experiences for children.

## What the setting needs to do to improve further

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

- make the most of routine activities to extend further the good opportunities for children to develop their independence.

### Inspection activities

- The inspector observed children playing and interacting with the childminder indoors and in the garden.
- The inspector looked at children's learning records and sampled a range of policies, procedures and planning documents.
- The inspector discussed children's learning with the childminder throughout the inspection.
- The inspector read letters and comments from parents, to take account of their views.

### Inspector

Lucy Waterman

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The childminder provides very high-quality care and learning for children in a friendly and welcoming environment. Safeguarding is effective. The childminder has superb organisational skills and implements her robust policies and procedures diligently. She has a comprehensive understanding of actions to take if she has concerns about the children's welfare. Partnerships with other providers and parents are outstanding. This contributes extremely well to the sharing of information, to provide coordinated support for children. Since the last inspection, the childminder has added an exceptional range of exciting and inspiring resources to her garden, to motivate children even further.

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

The childminder skilfully adapts her planning, activities and questioning to help children learn very effectively. She uses secure assessment to identify children's next steps in learning, and works exceptionally closely with parents to share ideas and to understand individual children's needs, and she makes sure that gaps in their learning close rapidly. Children make excellent progress in their language and communication skills. They delight in hearing stories and join in enthusiastically, for example, with well-known phrases from their favourite books. They relish the times when they sing favourite songs together, enjoying counting songs for example, and using actions along with the words of the songs. The childminder provides extensive opportunities for children to develop early writing skills. Children are active learners who enjoy setting their own challenges and solving problems. For example, they work hard to make a bridge in the garden, and discuss how to make the 'big, bad wolf' go away.

### **Personal development, behaviour and welfare are outstanding**

The childminder uses inventive ways to successfully promote very healthy lifestyles with children. For example, they discuss healthy food together by using an imaginary character to talk about the food they eat, and they sing a song to ensure their hands are thoroughly washed. Children show increasing independence and competence in personal hygiene, care and safety for themselves and others. Occasionally, though, the childminder carries out tasks for children, which they could do for themselves. Parents speak very highly of the childminder. They describe her as 'kind, helpful, caring and professional'. Children's behaviour is exemplary. The childminder successfully promotes a culture of inclusion and respect, where all children and families are valued.

### **Outcomes for children are outstanding**

Children benefit exceptionally well from the childminder's excellent teaching skills. They enjoy rich, imaginative and varied learning experiences and they make outstanding progress in all areas of their learning. Children become caring, enthusiastic and confident learners. They develop excellent physical skills. Children are highly sociable and motivated, and are very well prepared for the next stage in their learning and for school.

## Setting details

<b>Unique reference number</b>	112796
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	825005
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 October 2009
<b>Telephone number</b>	

The childminder was registered in 2000. She lives in the Hythe area of Southampton, Hampshire and has a level 3 qualification in childcare. The childminder receives funding to provide free education for children aged two, three and four years.

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