

# Childminder Report

**Inspection date**

19 April 2016

Previous inspection date

5 March 2010

<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**

- The childminder provides excellent support for children's play and learning. She interacts with them extremely positively and with great enthusiasm, very successfully helping them to make rapid progress from their starting points.
- The close and supportive partnerships with parents are exemplary. Children benefit from a highly consistent, shared approach to their development, which promotes their confidence and well-being superbly.
- The childminder provides outstanding opportunities for children to learn about different communities and other cultures, promoting children's understanding of the wider world exceptionally well.
- Children very confidently and independently make their own choices, exploring the highly stimulating environment. They become deeply involved in activities and are highly motivated learners.
- Children make excellent progress in their personal, social and emotional skills. The childminder is an excellent role model and encourages children to express themselves and respect the views of others.
- Highly effective and very thorough self-evaluation helps the childminder to make further targeted improvements to the exceptional service she provides for families.

## What the setting needs to do to improve further

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

- extend opportunities for children to find out about weight and capacity even further.

### Inspection activities

- The inspector observed the childminder engaged in activities with the children.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents through their written statements.
- The inspector sampled a range of documentation, including children's assessments, and the childminder's policies and procedures.
- The inspector carried out a joint observation with the childminder.

### Inspector

Margaret Baird

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder continually strives to improve her outstanding practice even further, and makes excellent use of training and current research. For instance, she has updated her expertise and skills to provide excellent support to parents when children start to attend. Safeguarding is effective. The childminder keeps her knowledge of child protection matters updated through regular training. She is very clear of procedures to follow to keep children secure and safe from harm. Thorough monitoring of children's development helps the childminder to notice any gaps in their learning. She works in highly effective partnerships with outside agencies to provide excellent support for children who need extra support.

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

The childminder provides outstanding learning opportunities across the curriculum, and uses resources extremely effectively to promote learning in all activities. For example, she develops children's understanding of how colours change as they experiment with coloured ice cubes, which very successfully ignites their curiosity and thinking skills. Precise assessments help the childminder to promote children's excellent progress in their learning and development. The childminder is highly responsive to children's interests and needs, skilfully adapting the environment, and planning activities very thoughtfully. Children develop excellent communication and language skills. The childminder expertly encourages children to talk activities through, extending their vocabulary and promoting their skills of reasoning superbly. Children develop their mathematical skills well during play and activities. However, there are fewer opportunities for them to develop their understanding about weight and capacity.

### Personal development, behaviour and welfare are outstanding

Children benefit hugely from exploring activities with great enjoyment in a secure and nurturing environment. The childminder has very clear boundaries and rules, and children very quickly learn to play safely. Children very securely understand the childminder's expectations and cooperate extremely well during play. The childminder's excellent support helps them learn to share and understand the need to take turns. Children have very high confidence and self-esteem. Children feel extremely emotionally secure and the childminder's excellent partnerships with other professionals further support this.

### Outcomes for children are outstanding

Children gain excellent skills in preparation for future learning and moving on to school. For example, children very independently manage their own care needs, and confidently follow excellent hygiene routines. They flourish under the childminder's exceptional care, and develop a very strong love of learning and trying new things.

## Setting details

<b>Unique reference number</b>	150743
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	825965
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 March 2010
<b>Telephone number</b>	

The childminder registered in 2001 and lives in in the Bishopstoke area of Eastleigh, Hampshire. She operates flexible hours throughout the year. The childminder has a level 3 qualification in childcare and receives funding to provide free early education for children aged two, three and four years.

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