

# Childminder Report

**Inspection date**

27 February 2017

Previous inspection date

13 October 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | 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**

- The childminder gives health and safety the utmost priority to minimise risks of children coming to any harm at her home or in the community.
- Children enjoy an excellent range of opportunities to practise their skills and strengthen their physical development. They confidently explore different apparatus and practise until they master the control of different tools to support their play, independence and writing.
- The childminder is exceptionally attentive and listens carefully to what children say, before skilfully modelling new language to help them express their ideas more clearly. She is particularly skilled in enhancing children's progress in listening and speaking.
- The childminder has a calm and positive manner. Children feel safe and secure in her presence and they are extremely willing to take on new challenges together. They play well together, are kind to each other and show they care about their friends' needs.
- The childminder has developed highly effective partnerships with local schools and other early years professionals, to provide continuity in children's learning. She supports children extremely well during times of change, including their moves to school.
- Children achieve high levels of progress. They develop a thirst for learning, a love of books, and the ability to listen to stories and instructions.

## What the setting needs to do to improve further

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

- build on children's current interests, for example, in using tools to cook or construct, to further strengthen their skills in planning and problem solving.

### Inspection activities

- The inspector observed care routines and teaching, and spoke with the childminder about the impact of these on children's learning and development.
- The inspector reviewed policies and discussed with the childminder her procedures relating to children's safety and welfare.
- The inspector listened to, and spoke with, the children as they played.
- The inspector took account of the views of parents, carers and other professionals on the day and in their written communications.
- The inspector spoke with the childminder about the impact of her training, experience and practice on raising outcomes for children.

### Inspector

Helen Robinshaw

## Inspection findings

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

The childminder's journey to becoming outstanding is built on a firm foundation of high expectations of herself and of the children. She is reflective and highly responsive to the needs of the children in her care. The childminder is extremely conscientious and effective in using new guidance to continually update her knowledge and improve her provision. Since her last inspection, she has further improved the quality of her teaching to raise outcomes for children. Safeguarding is effective. The childminder is extremely knowledgeable in child protection procedures. She has an excellent understanding of how to identify, record and report any concerns about a child's welfare.

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

The childminder makes accurate observations and assessments, and meticulously reviews children's progress across all areas of their learning. She promptly provides additional support for weaker areas of development and works sensitively with parents, including to rapidly close any gaps in children's learning. The childminder offers children rich and diverse opportunities to extend their creativity and thinking skills. For instance, toddlers pretend to cook and take an interest in machinery and tools. However, at times, she prepares activities so well that children, including higher achievers, have little planning and problem solving left to do, to develop their interests even further.

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

The childminder is extremely kind and caring. Children form exceptionally warm and secure relationships with her and each other. The childminder consistently models and encourages respectful attitudes. Children are highly cooperative and behave extremely well for their ages. For example, toddlers respect each other's choices when playing together, reflect on their different likes and dislikes, and thoroughly enjoy being together. The childminder expertly talks through everyday situations, constantly expanding children's understanding of the world around them. Children have plenty of rich experiences to talk about, such as the jobs people do and the vehicles they use.

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

All children, including those for whom the childminder receives additional funding, make rapid progress in their social and communication skills. Children are extremely well prepared for the next stages in their learning. Toddlers develop outstanding social skills, such as being confident to initiate conversations, being aware of their friends' feelings and showing them affection. Older children learn increasing levels of independence, for example, as they manage storing their coats and shoes. Children are highly competent when mixing with different groups of children in the community. They are enthusiastic to join in and have a go at new activities, resilient to small set-backs and ready to try again.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 111922  |
| <b>Local authority</b>             | Hampshire   |
| <b>Inspection number</b>           | 1070128   |
| <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 - 3   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 5   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 13 October 2014   |
| <b>Telephone number</b>            |   |

The childminder registered in 1996. She lives in Basingstoke, Hampshire. The childminder operates her service on Monday to Thursday from 8am to 5.30pm, all year round. This is with the exception of bank holidays and family holidays. She receives funding for the provision of free early education for children aged two, three and four years.

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Piccadilly Gate  
Store St  
Manchester  
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