

# Childminder report

<b>Inspection date</b>	20 November 2018
Previous inspection date	18 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Good	<b>1</b> 2
Effectiveness of 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

### The provision is outstanding

- The childminder has an excellent understanding of how children learn. She completes precise observations and planning towards their next stages in learning. All children make excellent progress in their development, given their starting points.
- All children demonstrate exceptionally positive behaviour. For example, older children notice younger children drop something and offer help promptly.
- Children enjoy an excellent variety of healthy meals and snacks. The childminder offers remarkable opportunities for the children to learn about and try new foods.
- Children are extremely independent. They tend to their own self-care skills, such as nose blowing and handwashing with little adult intervention.
- The childminder forms excellent relationships with other settings that children attend. She meets with other professionals regularly to share extensive information to support children's development.
- The childminder constantly keeps her knowledge and skills up to date. For instance, making excellent use of new learning from training to improve her relationships with children's families to the highest level.

## What the setting needs to do to improve further

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

- continue to extend children's knowledge and understanding of similarities and differences between themselves and others, to further develop their already strong awareness of diversity.

### Inspection activities

- The inspector toured the premises during the inspection.
- The inspector talked to the children and the childminder at convenient times during the inspection.
- The inspector observed children's play and evaluated an activity with the childminder.
- The inspector sought the views from parents through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures and learning and development documents.

### Inspector

Helen Harnew

## Inspection findings

### Effectiveness of leadership and management is outstanding

The childminder makes excellent use of self-evaluation to reflect on her provision. She includes the views of children and parents to help to make it fully inclusive. Parents share lots of positive comments about the childminder. They state that she keeps them constantly up to date with their child's development. Safeguarding is effective. The childminder has an extremely thorough understanding of who to contact if she has a concern about a child's welfare. She carries out extensive risk assessments around her home and garden to help to keep children safe.

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

The childminder has high expectations for the children. She makes exceptional use of activities, such as cooking to challenge all areas of children's learning. She challenges older children to use an excellent range of methods to get the correct measurements of ingredients. Younger children show excellent curiosity when tasting, smelling and mixing the ingredients. The childminder offers high-quality opportunities to extend children's speech development. She constantly links words to pictures and real life objects to help to develop children's understanding. The childminder has highly successful strategies to involve all parents in their children's learning. Children choose resources from the childminders home to share with their family. They also bring in items from home to share with their friends. The childminder shares extensive information with parents to plan precisely towards their interests and learning needs.

### Personal development, behaviour and welfare are outstanding

The childminder develops exceptionally close relationships with children and is very caring and calm. Children show high levels of confidence as they extend their physical skills. Younger children challenge themselves to take small risks, such as stepping up larger steps in the garden. Older children show excellent perseverance as they learn to handle and use new tools competently, such as cutting with scissors and turning on and aiming a hose to fill the garden sink. Children show an excellent understanding of hygiene routines. They understand when they need to wash hands and know that some germs are invisible.

### Outcomes for children are outstanding

All children are exceptionally well-prepared towards their next stages in development and their moves to school. They show high levels of self-control and respect towards each other. Older children help to care for younger children and show great kindness towards them. Children are highly motivated to develop their early literacy skills. For instance, young children learn new words when listening to stories with excellent concentration. Older children have an exceptional knowledge of letter sounds.

## Setting details

<b>Unique reference number</b>	113015
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10069362
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	18 August 2014

The childminder registered in 1990 and lives in Kings Worthy, near Winchester, Hampshire. She operates between Mondays and Thursdays from 8am to 6pm, all year round. The childminder has a relevant level 3 qualification in childcare. She is in receipt of funding for the provision of free early education for children aged three and four.

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Piccadilly Gate  
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