

# Childminder report

<b>Inspection date</b>	13 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Not applicable	<b>1</b>
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

### This provision is outstanding

- The childminder develops excellent partnerships with parents based on varied, timely and informative updates. This helps them to work together to check the impact of changes in children's lives. They seek wider professional guidance and plan ways to strengthen children's emotional security to help them flourish.
- The childminder's in-depth knowledge of the children in her care links closely with the accurate assessments of their achievements that she shares with their parents. Her intuitive understanding of how to help children develop further is reflected in the way she precisely targets new skills. Children make rapid rates of progress across all aspects of their learning and development.
- The childminder is exceptionally skilled in using every available opportunity to enhance children's language, speech and early literacy skills. For instance, she knows precisely how and when babies practise different types of vocalisations and consistently models the next stage in their communication and speech. Children of all ages rapidly develop clear speech and exemplary levels of conversation.
- The childminder develops excellent communication with parents and uses sensitive settling-in procedures for their children. This help to ensure that babies quickly develop secure emotional relationships and they thrive in her care.
- Outcomes for children are excellent. For example, children are confident to talk about their ideas. They are resourceful and resilient. Parents say they are 'absolutely thrilled with their children's development' and that 'their skills in social interaction contribute greatly to their confident characters'.
- Children choose from an extensive range of excellent books, some of which show text in different languages. Children ask questions about different languages and cultures. They quickly learn to scrutinise the illustrations and make up stories from the pictures.
- She thoroughly evaluates her practice and astutely plans for improvements. For example, the childminder has developed a new outdoor play room that provides another inspiring environment for children to explore and discover. Children concentrate intently, master new skills and play very imaginatively.

## What the setting needs to do to improve further

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

- extend the excellent outdoor pursuits already in place to further encourage children to make closer observations about the world around them.

### Inspection activities

- The inspector observed, listened to and talked with children as they played.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents in written communication.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of leadership and management is outstanding

The childminder is extremely conscientious, responsible and professional. For example, she repeats training in areas, such as safeguarding, until she is sure that her knowledge, practice and teaching are secure. The childminder is highly alert to potential risks to children's safety and extremely confident in child protection. Safeguarding is effective. The childminder also regularly updates her training in paediatric first aid and diligently manages the storage and use of medication.

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

The childminder is highly experienced and has an exceptional insight into how children learn. She creatively plans around children's interests and gently challenges them to higher levels of learning. For example, two-year-olds, who love sharing books, rapidly develop an extensive vocabulary to help them recognise small differences in the world around them. Very young children learn words, such as 'fluffy', 'woolly', 'furry' and 'fuzzy', to describe different textures. The childminder skilfully extends children's ability to concentrate with activities for longer periods. She models language to help children describe different positions on a huge canvas as they chose where to stick items. Children persist with the activity until the canvas is full. They hear and use mathematical language to talk about positions and make comparisons. Children carry these skills over as they talk through problems, such as completing complicated jigsaw puzzles.

### Personal development, behaviour and welfare are outstanding

The childminder shows older children how to care, understand and empathise with their younger friends. For instance, she teaches toddlers to count their toes and remember where each 'little piggy' went as they sing songs with babies. Toddlers begin to respect that babies need more time and care to practise skills. They moderate their noise levels, share their toys and take pride in the antics of babies as they take an interest in nursery rhymes. The childminder meets with other buddy childminders to help children adapt to mixing with a larger group of friends. For example, the children learn to explore forests safely together. The childminder helps children to use simple maps to negotiate and agree which pathway to follow on an imaginary bear hunt. Children learn to assess the safety of different environments as they act out the story together. They push through tall grasses, work out how to manoeuvre around muddy areas and assess the depth of puddles. However, the childminder recognises that she could make better use of the outdoor world to develop children's observations of different wildlife and natural habitats, and how to care for them.

### Outcomes for children are outstanding

All children make rapid progress and are extremely well prepared for the next stage in their learning. For example, babies quickly develop the core strength they need to sit and interact with others. Toddlers learn to moderate their feelings and behaviour, and adapt to different social situations. Older children easily express their ideas and their safety warnings, for example knowing the rules for holding, walking with and using scissors safely. Children are quick to remind the childminder that she must be careful when snipping paper.

## Setting details

<b>Unique reference number</b>	EY537889
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10079948
<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>	0 - 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016. She lives in Farnborough, Hampshire. She operates from Monday to Friday, between 8am and 6pm, all year round. She holds a relevant childcare qualification at level 2.

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