

# Childminder report

<b>Inspection date</b>	23 May 2019
Previous inspection date	9 September 2015

<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 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 children with an exceptional learning environment. She has extended the opportunities with a dedicated conservatory full of superbly organised resources and informative displays. This helps children to make independent choices and to source information to support their own learning.
- The quality of teaching is inspirational and the childminder has very high expectations for what children can achieve. Children eagerly join in with activities and make rapid progress from their starting points.
- The childminder is fully aware of each child as an individual with different learning needs. Her observations and accurate assessments lead to planning for future learning that is based on a comprehensive knowledge of each child.
- Parents value the excellent quality of the setting. They are complimentary about the childminder's skilled, professional approach and the warm, welcoming and highly stimulating environment she offers. The high standards of care and established routines help children to feel settled.
- The childminder is focused and committed to offering an outstanding service for children and their families. Accurate evaluation has helped ensure that standards of care and learning opportunities for children remain exceptionally high.
- Children's emotional security is given a very high priority by the childminder and relationships are excellent. The childminder's practice is highly effective in supporting children's emerging independence.
- Babies and older children develop exceptional social skills. Their behaviour is exemplary. They learn to share, take turns and enjoy playing together. Children demonstrate extremely high levels of confidence and self-esteem.

## What the setting needs to do to improve further

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

- explore further the ways to build on the already very good opportunities for parents to share information about children's learning at home.

### Inspection activities

- The inspector observed the childminder interacting with the children.
- The inspector completed a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through discussion and written feedback provided.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.

### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder is fully aware of her role in making sure that children are very well looked after. She carries out highly effective risk assessments to keep children safe in her home and when on outings. The childminder is extremely proactive in developing her professional knowledge. She completes training courses that enhance her service. Recent training has inspired her to review her role-play resources to enrich even further the already excellent opportunities children have to develop their confidence, creativity and communication skills. The childminder, through her evaluation has identified the possibility to enhance her planning by looking at further ways to gain information from parents about children's learning at home. For children that attend other early years settings, the childminder provides and shares a summary of their progress. The information is used to help the children continue their learning experience.

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

The childminder tracks children's progress towards the early learning goals with absolute precision. She knows exactly where each child is in their learning and how to help them achieve the very best they can. Children benefit from the childminder's unhurried approach and enjoy continuing with their explorations and discoveries without being rushed. For example, babies become deeply involved as they explore different coloured ice cubes. The childminder very skilfully supports older children to investigate different methods to melt the ice and see what happens as the ice melts. The childminder supports children's mathematical learning to a high level. She uses innovative techniques, resources and everyday experiences that ensure children's enthusiastic participation. For instance, older children complete addition sums with great confidence and explore more complicated shapes, such as spheres and cuboids.

### Personal development, behaviour and welfare are outstanding

Children are actively encouraged to lead a healthy lifestyle. Parents provide healthy food and the childminder uses her food hygiene knowledge effectively to protect children's good health. There are regular opportunities for outdoor play and physical exercise. The childminder plans many activities where children use the small muscles in their hands. For example, older children mix flour and water to make 'gloop' using their fingers. This helps them develop the strength they will need for future writing. The childminder provides children with meaningful ways to learn about the wider community, such as visiting day-care centres and local toddler groups. Children are confident in completing tasks for themselves and demonstrate an exceptional sense of belonging in the setting. For instance, they independently find their shoes and put them on ready to play outside.

### Outcomes for children are outstanding

Children's learning continually builds successfully on what they already know and can do. They are active learners and develop outstanding skills in readiness for the next stages in their learning, including starting school. Babies confidently make decisions about their play, explore and find things out for themselves. Older children develop key early literacy skills. For example, they sound out letters phonetically as they begin to spell simple words.

## Setting details

<b>Unique reference number</b>	138714
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10062624
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	9 September 2015

The childminder registered in 2000 and lives in Ferndown, Dorset. She operates from Monday to Thursday all year round. The childminder holds an early years qualification at level 3. She provides funded early education for four-year-old children.

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