

# Childminder report

<b>Inspection date</b>	2 July 2019
Previous inspection date	2 March 2016

<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

### This provision is outstanding

- The childminder's total dedication to her role is inspirational. She places a strong focus on her professional development and is extremely proactive in her constant drive to improve. Recently, she developed her indoor environment to encourage a calmer atmosphere for children. This had a positive influence on children's concentration levels.
- The childminder successfully gains the views of others to help her make valuable improvements to the service she runs.
- The childminder has an exceptional understanding of children's learning and development. She uses this expert knowledge to plan her environment and activities for children. This supports children's enthusiasm to learn.
- The childminder delivers high-quality education for all children in her care. She designs rich learning experiences to help children rapidly achieve their next stages of learning. Children are fully engaged and make consistently high rates of progress.
- The childminder works exceptionally well with parents and fully involves them in their children's learning. Parents comment that their children's communication and language have developed extremely well since starting with the childminder. They also admire how well the childminder encourages independence and supports them as parents to continue this at home.
- The childminder expertly nurtures children's emotional well-being. She encourages children to recognise their different emotions and this helps them understand their own feelings and how others might be feeling. Children are extremely happy and settled in their environment. They demonstrate high levels of confidence and have wonderful relationships with the childminder and each other.

## What the setting needs to do to improve further

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

- consider ways to make even more opportunities for children to make independent choices.

### Inspection activities

- The inspector viewed the areas of the home used for childminding. She observed activities and care routines and assessed the impact these have on children's learning.
- The inspector spoke to the childminder about safeguarding procedures and how she plans for and monitors children's learning. She viewed a range of documentation, such as children's learning records, policies and evidence of suitability checks for those living and working on the premises.
- The inspector looked at written feedback from parents to obtain their views.
- The inspector interacted with, and spoke to, children.

#### Inspector

Hayley Doncom

## Inspection findings

### Effectiveness of leadership and management is outstanding

The childminder is extremely passionate about delivering high-quality education to children. She continuously strives to develop her teaching, environments and general service for families. She does this through attending training to enhance her professional development, recording accurate assessments of children and parents' feedback forms. As part of her self-evaluation she will be continuing to enhance the already excellent organisation of her environment to further promote children's independence when choosing activities. The childminder monitors children's progress extremely well. She completes in-depth reports termly which are shared with parents. Parents are invited to make comments on their children's progress which forms part of the excellent partnership working the childminder has established. Safeguarding is effective. The childminder has an excellent understanding of her role to safeguard and protect children.

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

Children benefit significantly from the childminder's extremely sensitive and engaging manner. She is highly successful in her teaching. For example, she teaches children the life cycle of a butterfly. Children confidently remember the cycle and relay this enthusiastically during a story about a caterpillar. The childminder captures quality observations of children during their chosen play. She uses these, along with her knowledge of individual children, to know what she will plan next. For example, children talk about holidays and the childminder then uses this as a focus for the following week. Children take pleasure in being part of the recording of their developments and sharing these with their parents. For example, they use pictures of themselves to recall what they have been doing with the childminder.

### Personal development, behaviour and welfare are outstanding

Children flourish in the meticulously planned environment. They are happy and content in the care of the childminder. Children behave exceptionally well. They take pleasure in playing alongside other children and show cooperation and respect for each other as they play with dough together. The bonds children have with the childminder promote a wealth of independence and enjoyment. The childminder sets high expectations for children in her care. She knows them considerably well and challenges their learning in a nurturing manner. This develops skills that prepare children well for the next stage of their learning, such as using the toilet and taking care of their personal hygiene needs. Children manage their own risk exceptionally well. For example, they use ride-on bicycles and work out, with support from the childminder, which is the safest route down to the patio area.

### Outcomes for children are outstanding

Children are eager learners that consistently make rapid progress. They show a 'can-do' approach to their learning. For example, they persist when filling containers up to the top for their 'mud cakes'. They follow routines well, for example they collect their bowls and drinks ready for their snack. Children develop their physical development and their early literacy skills. For example, they make marks using paintbrushes in water to practise their writing skills.

## Setting details

<b>Unique reference number</b>	131445
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10072362
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	2 March 2016

The childminder registered in 1998. She lives in Sholing, Southampton. She holds an early years qualification at level 3. The provision operates from 7.30am to 5.30pm, Monday to Friday. The childminder accepts early years funding for children aged two, three and four years. She also provides a before- and after-school club, for 48 weeks of the year.

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Piccadilly Gate  
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