

# Childminder report

<b>Inspection date</b>	4 July 2019
Previous inspection date	20 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
	Outstanding	Outstanding	1
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 highly effective childminder demonstrates outstanding teaching skills. Her interactions are of a highly consistent quality and as a result children engage incredibly well. This is extremely evident as children take a very active part in group activities where they recall the day, date, month and year. The childminder is extremely confident to extend, so children learn these words in both English and French, as well as learning about the seasons and typical weather.
- The enthusiastic childminder has an accurate understanding of children's starting points, gained from extensive information from parents and her initial observations. She plans meticulously for children's learning, based on their interests and abilities. Her concise assessments mean that she can plan confidently for children's next steps. Children make rapid progress. They are extremely motivated to learn and take part in their activities.
- The childminder has an exemplary knowledge and understanding of her role and responsibilities. She is extremely keen to continually improve. For example, she has already updated her skills with training in regard to new and forthcoming changes to early years legislation.
- Children thoroughly enjoy learning in the extremely stimulating and interesting environment. They easily access and choose their resources. Children have impeccable manners and behave exceptionally well at all times. They are very confident to speak in groups and in turn understand the need to listen respectfully to the views of others. Children are very keen to learn about difference, for example, by celebrating American independence Day. They are highly inquisitive when reading stories about different kinds of children and understanding each other's similarities.
- Parental views are valued. Parents are extremely positive about the care that their children receive and the excellent range of activities on offer. The childminder regularly shares children's achievements with parents.
- The childminder embeds her policies, procedures and risk assessments highly consistently, to thoroughly promote children's health, safety and well-being.

## What the setting needs to do to improve further

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

- continue to explore new and innovative ways to extend the ideas and guidance offered to parents, to enhance the partnerships with parents even further and promote even more consistency for children's care and learning.

### Inspection activities

- The inspector observed the childminder interacting with children during very well-planned activities indoors and outdoors.
- The inspector spoke with the childminder about how she plans for children's learning and assesses their progress.
- The inspector spoke with children.
- The inspector sampled the childminder's documentation and children's records.
- The inspector discussed with the childminder how she evaluates the quality of her practice and how she updates her skills and knowledge.

**Inspector**  
Aileen Finan

## Inspection findings

### Effectiveness of leadership and management is outstanding

The dedicated childminder is extremely keen to continually improve. She regularly evaluates her practice and the quality of what children learn. The childminder speaks passionately about how training to support awareness of children's fascinations and inquisitiveness has been informative and useful. For instance, it has helped her reassess the learning environment and children's access to resources and outdoor spaces to enhance outcomes for their learning. Partnerships with parents are highly effective. The childminder keenly shares ideas for extending learning at home. She recognises, however, that more can be done, to work even more collaboratively and enhance the consistency for children's development. Safeguarding is effective. The childminder has an extremely secure understanding of all safeguarding matters and how to protect children.

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

The childminder proactively uses exemplary skills to guide children's learning. She gives clues to help younger children recognise shapes, such as a triangle, square or diamond. Her highly effective teaching helps them recall that two triangles can make a diamond. The childminder actively promotes children's language and literacy awareness. She reads enthusiastically and helps children to be aware of how a story is structured. Children are incredibly keen to talk about the illustrations and what is happening. For example, children aged three listen attentively and talk confidently about the concept of 'under the sea', and the differences between a shark and a dolphin. The childminder is mindful for children to see the written word, for example, on displays of their own work or as she writes on the chalkboard. Those most able children respond to her that words give 'information'. The childminder uses extensive methods to monitor children's progress.

### Personal development, behaviour and welfare are outstanding

Children flourish in the childminder's care. The exceptionally well-resourced, interesting and stimulating environment means that children learn through rich and varied activities, including planned topics, such as learning about castles. The outstanding childminder confidently extends these topics, for example, using sand, construction materials or making crowns to motivate children so they are very eager to take part. The childminder has high standards of care and hygiene during nappy changes and when supporting children who are toileting almost independently. Her warm interactions mean children feel safe. The childminder is very responsive to children's individual needs and helps them to reflect on their differences. This is evident as children greet each other at group time and ask how they are feeling. Children are extremely good at listening to others.

### Outcomes for children are outstanding

Children are exceptionally ready for the next stages of their learning and thrive in the childminder's care. They thoroughly enjoy singing activities, stories and speaking together in small groups from a very young age. Older, most able children, confidently use geometric terms, such as a rhombus, to demonstrate their inquisitive nature and broad understanding of mathematical concepts. They show a secure understanding that numbers can have different meaning, for instance, when put together can make a

number bigger than 10. They can match numerals and quantity.

## Setting details

<b>Unique reference number</b>	EY455432
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108834
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	20 June 2013

The childminder registered in 2012 and works from her co-childminder's house in Beggarwood, Basingstoke, Hampshire. She works Monday to Friday for most weeks of the year. The childminder receives funding to provide early years education to children aged three and four years.

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