

# Childminder report

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Inspection date: 13 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

The experienced and nurturing childminder's passion for working with young children shines through in all she does. She provides an exceedingly welcoming and homely environment where children feel secure. Children form excellent relationships with the childminder, who responds to them with genuine warmth. This is evident as she cuddles babies and rocks them off to sleep. Children are extremely confident and display high levels of emotional well-being during play. For example, they spontaneously sang solo verses of a favourite song and showed pure delight when the audience cheered and praised them. Children behave extremely well. They show respect and kindness for others and learn to share the toys.

Children thrive in the highly stimulating home environment and are highly motivated to explore the interesting activities the childminder provides. For instance, toddlers became absorbed as they explored the properties of everyday objects and showed great perseverance as they stacked cans. The childminder is especially passionate about outdoor activities and learning in nature. Children visit her allotment where they learn to grow vegetables and then cook and eat their produce. Children under two years of age, who recognise shapes and already count by rote, are learning to count out up to three objects. This shows that they are developing excellent mathematical skills.

## What does the early years setting do well and what does it need to do better?

- The childminder provides an extremely rich language environment for children. She models language at every opportunity and helps to develop all children's understanding and speech very successfully. This includes children who speak English as an additional language. The childminder learns and uses a vast number of words in children's home languages as they play and learn, and introduces words in English. Developing a good use of English helps the children to be very well prepared for the next stages in their learning, such as starting pre-school.
- Toddlers develop exceptionally high levels of independence and self-care. For example, they independently blow their nose and dispose of the tissue in a bin. Young children learn highly effective ways to keep healthy and safe. For instance, they know they need to wash their hands before eating and to pick up toys from the floor so they do not trip over them. Children benefit from and enjoy the healthy and nutritious meals the childminder provides.
- The quality of the childminder's teaching is inspiring. She uses varied teaching strategies, for example signing words as she speaks them. The childminder is highly skilled and consistently purposeful in her interactions. She sits with children to promote conversation, using open-ended questions and setting

challenges to encourage children to think. As a result, children show immense levels of engagement in their learning and make excellent progress from their starting points.

- Children benefit enormously from the regular experiences the childminder provides outside her home. These greatly enhance children's learning and enjoyment and help them discover the awe and wonder of the world around them. For instance, they visit a local shoreline where they throw pebbles into the sea. They gain a different perspective of the environment as they view Portsmouth from the top of Portsdown Hill.
- The childminder makes full use of her excellent knowledge of how children learn and develop. She monitors and assesses children's progress precisely and accurately targets the next steps in their learning. She very successfully builds on what children know and can already do.
- Partnerships with parents are exceptional. Parents receive regular and thorough feedback about their children's learning and development and information on how they may promote this at home. Parents speak extremely highly of the childminder, saying that they value how well she ensures she meets children's individual learning, care and dietary needs. Parents recognise and greatly appreciate the childminder's commitment to supporting their children's dual languages.
- The childminder strives for excellence and meticulously evaluates her provision. She uses highly focused professional development to continuously raise the quality of her teaching. She uses her knowledge and skills highly effectively to help her extend children's learning. This is evident as children thoroughly enjoy the spaces she has created to encourage communication skills after researching the subject.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard the children she cares for. Regular training has helped her to develop an extremely broad knowledge of child protection issues, including wider safeguarding concerns. This includes the 'Prevent' duty guidance. The childminder can identify the signs and symptoms which may indicate that a child is at risk of harm or neglect. She knows who to contact if she has concerns about a child's safety or welfare. The childminder adheres to and regularly reviews her robust policies and procedures to promote children's health, safety and well-being effectively.

## Setting details

<b>Unique reference number</b>	EY343752
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10108637
<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 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	5 March 2013

## Information about this early years setting

The childminder registered in 2006 and lives in Bitterne, Hampshire. She operates from 7.30am to 6.30pm, Monday to Friday, for most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. She has an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Jacqueline Munden

### Inspection activities

- The childminder and the inspector completed a learning walk through areas of the home being used for childminding, to see how the early years provision and the curriculum are organised.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- A sample of documentation, including records relating to children, safeguarding procedures and the written views of parents and school-age children, was viewed by the inspector.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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