

Childminder report

Inspection date: 6 March 2020

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder is extremely passionate about her role. Children thrive in her care and are extremely happy, safe and emotionally secure. The childminder knows children exceptionally well. She gathers an abundance of information to find out exactly what they know and can do when they first start. The childminder has a wealth of experience and uses her immense skills to plan rich and well-organised activities to build on all areas of children's learning.

The childminder is an outstanding role model. She helps children to quickly develop the skills they require to manage their own emotions and feelings. As such, children's behaviour is excellent. They are very kind and caring and are learning to play and share well with other children. The childminder helps children to develop a very firm sense of belonging and to learn how special and unique they are. For example, they are able to look at their own family photograph books and to celebrate the birthdays of the other children.

Children are extremely inquisitive and highly engaged learners. They become immersed in planned activities and this helps them to build on their concentration and perseverance skills. The childminder builds formidable partnerships with parents. She keeps them updated at all times on their children's achievements and recognises the importance of planning the next steps for children's learning together. Parents comment on the significant impact the childminder has had on their family and the incredible progress their children make.

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

- The childminder has worked tirelessly to meet the recommendation from her last inspection. She makes exemplary use of the self-evaluation process to help her to reflect on all areas of her provision. The childminder values the comments of parents and children to help her make informative changes. For instance, she is focusing more intently on her teaching, to support children in gaining commendable skills to understand the causes and consequences of their behaviour.
- Children are articulate and confident speakers. They use their vast range of vocabulary to express their own ideas and suggestions in their play. For example, older children recognise a 'volcano' in a story and immediately start describing how it 'smokes' and produces 'lava'. The childminder uses her impressive understanding of how children learn to support the communication and language of much younger children by encouraging them to repeat words and sounds.
- The childminder precisely tracks and monitors children's development. She is diligent in how she uses this information to swiftly identify potential gaps in

children's learning. This help children make rapid progress. The childminder builds impressive partnerships with other settings that children attend. Information is consistently shared to help children to have optimal challenges for their future learning.

- Children have wonderful experiences to build on their physical skills and have inspiring opportunities to play outdoors. For example, they delight in their walks to the childminder's beach hut and flying kites together. Children are learning to manage risks in their play as they jump between stepping stones, and this helps them to learn how to negotiate space.
- The childminder is meticulous in how she plans for her professional development to update her knowledge. She rigorously researches additional ways to build on her already first-rate understanding of how to support children's learning. For example, a recent course on 'fantastic phonics' has helped the childminder to add higher levels of challenges to the early literacy activities she plans.
- Children are creative and become enthralled in activities that help them to build on their sensory experiences and small-muscle skills. For example, they crush rose petals in a pestle and mortar to release different aromas and watch in delight as ice blocks that contain lemons and herbs melt. The childminder captures children's involvement by adding different tools throughout the day to provide additional experiences. For instance, children use large syringes to draw up the melted water and use paintbrushes to make marks and patterns.
- The childminder helps children to build a masterful approach to using mathematics and early literacy in their play and learning. For instance, children correctly count dinosaurs and can match the number in stories that correspond to the amount they have left. They effortlessly add and subtract as the number they have to find changes. Younger children learn about sounds that correspond to objects. For example, as they hold a toy snake they repeat the sound 's' with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her understanding of how she would protect children in her care. She can identify the potential signs of abuse and the procedures she would follow to report any concerns. This helps to protect the welfare of children. The childminder is vigilant in how she updates her knowledge through accessing training and continuous research. She is aware of wider issues such as helping children to stay safe online and from extremist views. The childminder uses robust risk assessments to keep children safe at all times when at the provision or when on outings in the community.

Setting details

Unique reference number	EY314339
Local authority	Portsmouth
Inspection number	10136448
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	31 March 2016

Information about this early years setting

The childminder registered in 2005 and lives in Southsea, Portsmouth. She operates Tuesday to Friday from 7am to 6pm, all year round. The childminder holds a relevant early years qualification at level 3 and provides funded early education for children aged two years.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector accompanied the childminder on a learning walk around the areas of the home used for the childminding provision. The inspector spoke directly to a parent and took the comments of other parents into consideration.
- A range of documentation was sampled, including suitability checks, progress checks and training certificates.
- The inspector observed the interaction of the childminder and the children, and the impact the teaching has on their learning and development. The inspector observed play indoors and in the garden area.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector spoke about how she plans for her professional development. The childminder discussed how she evaluates her provision and the current areas identified for improvement.

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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