

Inspection date

24 March 2015

Previous inspection date

17 November 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children are highly valued and their individuality clearly respected and celebrated. The childminder creates a very warm and homely environment, which effectively supports all children's welfare needs. This ensures they are extremely happy and comfortable in her care.
- The childminder places great emphasis on promoting children's language development. Resources are labelled and children's names and other words are displayed that promote conversations. Well-known stories have been recreated using photographs of the children, which have then been made into books. This has helped to create a love of books as children are eager to read about themselves in print.
- Children make excellent progress in their development because assessment of children's learning is extremely precise and accurate. Next steps are clearly identified and monitored to ensure learning opportunities are never missed. This ensures children are extremely well prepared for their next stage of learning, such as starting school.
- Excellent relationships with parents supports a shared approach to children's learning and ensures they receive consistent support that enhances their development. Parents receive detailed information about their child's day and their achievements through a specialised computer system. This means they are always knowledgeable regarding their child's time in the childminder's care.
- The childminder is passionate about the service she provides and is dedicated to the continual improvement of her practice, to ensure children in her care achieve their full potential. She actively uses a variety of learning tools, such as childcare publications and the internet to develop her practice and strive for excellence in all areas.

What the setting needs to do to improve further

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

- extend the already excellent activities within the garden to further promote children's learning opportunities across the seven areas.

Inspection activities

- The inspector viewed the areas of the premises used for childminding, observed her interaction with the children and discussed all aspects of her practice.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the parents views through written feedback.
- The inspector looked at children's records, assessment records, and a range of other documentation, including policies and procedures.

Inspector

Carly Mooney

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children are highly motivated to explore and become curious and capable learners. They freely explore the garden, becoming excited when they find an 'ammonite'. They delight in taking a closer look with a magnifying glass. The childminder skilfully uses an excellent range of teaching methods to support learning, such as open-ended questions. She widens children's vocabulary. She introduces them to words, such as 'omnivore' when discussing dinosaurs and explains the meaning. Children's mathematical development is supported very well. Children are introduced to simple calculation as they work out how many plates and forks they need for the children eating lunch. Planning truly reflects children's interests both in the setting and from home, as parents are given every opportunity to share what they know about their child. Parents contribute to children's learning through fun activities. They write a detailed diary of the adventures of a meerkat teddy, children bring home. Partnerships with other providers are effectively established.

The contribution of the early years provision to the well-being of children is outstanding

The childminder is kind and loving and shows true affection for the children in her care. She cuddles children closely when they wake from a sleep, helping them to feel safe and secure. Pre-school children show excellent familiarity with the structure and routines of the day that establish expectations. This ensures that their readiness for school is fully implemented. Children behave very well. Effective rules and boundaries are in place so that children learn to gain respect for adults, their peers and their environment. Children eat healthy foods. They collect eggs from chickens and grow vegetables to gain an understanding of how food is produced. Outdoor play is an integral part of the day so that children spend time in the fresh air. A wide range of rich learning opportunities in the garden support children's development very well. The childminder has plans to further enhance this aspect of the setting. Children begin to manage their own risks because the childminder teaches them about road safety and they carefully use knives to cut up food.

The effectiveness of the leadership and management of the early years provision is outstanding

The childminder works with her mother who is also a registered childminder, and an assistant. They work closely together as a team, bringing a range of individual skills to the setting. The childminder has a very secure understanding of safeguarding issues. An effective safeguarding policy is shared with parents and the childminder is very clear on how she would report concerns. Recruitment procedures are robust and ensure only suitable adults work with the children. Thorough risk assessments ensure children play in a safe and secure environment. Supervision of the childminder's assistant is highly focused to promote high quality learning experiences for the children. The childminder is highly reflective and astutely monitors the effectiveness of the activities she provides. This ensures all children achieve their best potential. The childminder values parents' views and their feedback is incorporated into her improvement plans. Parents are overwhelmingly positive about the care and learning provided for their children.

Setting details

Unique reference number	257024
Local authority	Peterborough
Inspection number	867065
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	13
Name of provider	
Date of previous inspection	17 November 2009
Telephone number	

The childminder was registered in 1994 and lives in Peterborough, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with another childminder and an assistant.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

