

Childminder Report

Inspection date

21 May 2015

Previous inspection date

3 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

- The standard of teaching is superb. The childminder has an acute awareness of how her own interactions impact on children's learning and how she can promote learning at every opportunity. Activities are exciting and as a result, children are busy, keen to investigate and demonstrate their enthusiasm for learning readily.
- The childminder realises the importance of children being ready for their move to school. She works hard to ensure children are independent, confident about their forthcoming changes and show an excellent attitude for learning. Her diligent teaching means children demonstrate strong abilities in both literacy and maths and they are well prepared for their future learning.
- Partnerships with parents are second to none. The childminder ensures that they are continually informed of children's progress and finds ways to involve them in their children's learning from the beginning.
- Children are welcomed into the childminder's home and quickly settle into new routines and feel safe. This is due to the exceptional settling-in procedures, such as play dates and home visits, which help children to become accustomed to new adults and friends in their lives.
- The childminder has a robust understanding of safeguarding procedures and knows how to keep children safe both at home and when out and about. Furthermore, she teaches children about potential hazards and ways in which they can protect themselves and their friends from harm.
- Rigorous self-evaluation is embedded in the childminder's practice and is used to continually strive for excellence. Parents and children are frequently consulted and encouraged to share their views and this too has an excellent impact on improving outcomes for all children.

What the setting needs to do to improve further

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

- continue to be proactive in seeking training and learning opportunities to further enhance knowledge and inform the already excellent practice, ensuring all children continue to excel in their overall development.

Inspection activities

- The inspector observed activities in the childminder's home and in the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector and childminder took part in a joint observation.
- The inspector spoke with parents, read letters from others and took their views into account.
- The inspector looked at children's learning journals, planning documentation, evidence of the suitability of the adults living within the home, the childminder's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Inspection findings

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

Children make exceptional progress in all areas of their development. This is because the childminder knows children well and tailors activities and learning opportunities to match their interests and learning needs. Children demonstrate excellent powers of concentration as they experiment with the innovative water course, specially developed by the childminder to promote investigation and discovery. Bug hunting also proves to be a firm favourite as children confidently collect specimens. They find the corresponding insect depicted on available charts and learn the name for each one. The childminder plays alongside and demonstrates outstanding teaching skills. She models play, extends their knowledge during discussions or allows them to find things out for themselves. The childminder makes excellent observations of children and uses these to plan focused activities where children develop essential skills needed for future learning. The success of her efforts is evident. Children are able to recognise letters and numbers, identify initial sounds of words and begin to practise early writing. All children are able to communicate effectively and the childminder plans diligently how this can be improved even further during discussions and activities. For example, children learn words, such as attract and repel, when learning about magnets.

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

The childminder places a high priority on children's sense of security and happiness. She has excellent relationships with parents and gets to know families exceptionally well. This helps her to care for children according to parents wishes and develop strong emotional attachments with each child. This great sense of caring is recognised by children and as a result, they too show extraordinary levels of compassion towards each other. For example, older children help younger ones when taking part in activities and encourage them with thoughtful words of praise. The childminder promotes children's good health by sharing nutritional advice with parents and using mealtimes as an excellent opportunity to investigate healthy foods. The childminder makes excellent use of her local area as well as ensuring her home provides the high-quality resources to help children make the outstanding progress she expects.

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

The childminder is passionate and dedicated to her role. She has a thorough understanding of her responsibilities and ensures both children's progress and the educational programmes are monitored closely. In this way, she quickly identifies those needing more support. The childminder has excellent links with other professionals and frequently shares her outstanding practice with others. Local groups and organisation also call on her expertise and recognise the impact her work has on the children in her care. The childminder takes every opportunity to attend training or undertake her own research in order that children benefit from her knowledge and skills. Nevertheless, she aspires to even greater professional achievements and strives to improve her abilities even further.

Setting details

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|------------------------------------|-----------------|
| Unique reference number | 222348 |
| Local authority | Cambridgeshire |
| Inspection number | 864283 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 1 - 10 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Name of provider | |
| Date of previous inspection | 3 November 2009 |
| Telephone number | |

The childminder was registered in 1992 and lives in Wisbech, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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