

# Childminder Report

**Inspection date**

18 June 2015

**Previous inspection date**

8 December 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The childminder is highly skilled in her interactions with the children. Her involvement with them during their play is excellent. This helps all children, including those who speak English as an additional language, to make rapid progress in their learning and development.
- The childminder takes account of children's individual learning needs and interests extremely well. She plans challenging activities and provides a highly stimulating environment for children. In addition, children make independent choices about their play from the vast range of interesting resources available, both indoors and outdoors.
- The childminder extends children's communication and language exceptionally well. She consistently provides opportunities for them to practise their language and respond to probing questions as part of their play.
- Children settle quickly and thrive in the friendly and relaxed family orientated atmosphere. Their emotional security is extremely well promoted because they receive warm, nurturing care and are treated with respect as individuals.
- The childminder fully recognises the importance of developing relationships with other providers, schools and professionals. This ensures appropriate support is put in place quickly and children's needs are superbly well met.
- The childminder has a comprehensive understanding of her role for protecting children from harm. As a result, children are safeguarded well in the childminder's care.
- Children's good health is promoted very effectively. They enjoy healthy snacks and meals. They benefit from plenty of opportunities to be outside in the fresh air, where they can be physically active and play and continue their learning.

## What the setting needs to do to improve further

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

- develop more innovative ways to enable children to have opportunities to select and use technology for a purpose as part of their everyday play.

## Inspection activities

- The inspector viewed all areas of the home that are used for childminding.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults living at the premises.
- The inspector observed children engaged in a variety of play activities.
- The inspector took account of the views of parents through their written comments.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures, and the childminder's self-evaluation form.

## Inspector

Claire Stevenson

## Inspection findings

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

Teaching and learning are firmly based on the childminder's extremely good knowledge of how young children learn and develop. The childminder makes thorough and precise assessments of children's development. As a result, next steps in learning are targeted to help children make the very best progress. Children demonstrate their ability to operate electronic toys. However, the childminder recognises that there is scope to provide even more activities and experiences that build further on children's technology skills. Children's mathematical knowledge is very well promoted. The childminder introduces new shapes, such as cubes and pentagons, as children construct towers with blocks. She skilfully poses questions to challenge children's thinking. They make comparisons in size and colour as they experiment and discover which trains will fit under the bridges they have built. Number talk and opportunities for counting are fully maximised, for example, children are encouraged to count the number of plates needed as they prepare for snack. All children are eager to snuggle in with the childminder to read a favourite book. She makes the story interesting and exciting by varying the speed, pace and volume of her voice. She takes full advantage of story times to promote children's early reading skills by sounding out letters and words in the book. Consequently, children are exceptionally well prepared for school.

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

Initial home visits help the childminder to build strong relationships with children and families from the very start. Children benefit from the encouraging interactions of the childminder. As a result, their self-esteem is fostered and they explore their environment with confidence. Children behave very well because the childminder has high expectations of them. She is skilled in helping children to learn about the boundaries that are in place to keep themselves safe. Children have a very good understanding of healthy lifestyles, for example, they know to wash their hands before mealtimes. Children's independence is superbly promoted. They pour their own drinks and cut their own fruit at snack times. This helps to develop children's skills for the future. Additionally, children are helped to emotionally prepare for moving on to school.

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

The experienced and highly-qualified childminder implements the requirements of the Early Years Foundations Stage exceptionally well. She is committed to developing and deepening her understanding of how children learn by regularly attending training courses. These have supported her to keep up to date and extend her knowledge, which has a positive impact for the children in her care. Most recently, she attended a nutrition course, which has helped her to share allergen information with families. The childminder successfully exchanges information with the other providers who work with the children to ensure continuity in their care and learning. Parents comment that care is individualised and feel their family needs are extremely well met in a professional manner.

## Setting details

<b>Unique reference number</b>	EY295766
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	856426
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	12
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 December 2008
<b>Telephone number</b>	

The childminder was registered in 2004 and lives in Peterborough. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds Qualified Teacher Status.

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

