

# Childminder Report

<b>Inspection date</b>	17 March 2016
Previous inspection date	22 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children's personal, social and emotional development is fostered very well. They are highly valued and their individuality is clearly respected and celebrated. Children demonstrate very positive relationships with the adults who care for them.
- The childminder and her assistants demonstrate an exceptional understanding of how children develop and learn. They show clear passion and dedication for their work. This ensures that each individual child is extremely well prepared for their next stage of learning, such as starting school.
- Children play in a highly stimulating learning environment, especially in the childminder's garden. They have very good opportunities to engage in sensory play. Babies delight in reaching up to catch bubbles with their hands and crunch cereal between their fingers. The large garden equipment provides excellent physical challenge.
- Children make excellent progress in their development, as rigorous assessment of their learning is extremely precise and accurate. This ensures that all children make rapid progress from their individual starting points.
- Excellent relationships with parents support a shared approach to children's progress, ensuring they receive consistent support that truly enhances their care, learning and development. Children's progress is shared during regular parent consultations. Parents are extremely well informed about their children's achievements and next steps in their development.
- The childminder and her assistants work highly successfully as a team. They effectively monitor and evaluate all aspects of the setting, in order to inform continuous improvement and ensure children in their care achieve their full potential.

## What the setting needs to do to improve further

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

- implement plans to further enhance the already excellent opportunities parents have to support their children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's training certificates and evidence of the suitability of adults living and working in the childminder's home.
- The inspector took account of the written views of parents.

### Inspector

Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder has a very secure understanding of safeguarding issues, gained through years of experience in childcare. She and her assistants understand how to report their concerns. Stringent recruitment procedures ensure that only those suitable to work with children do so. The childminder effectively monitors the practice of her assistants. Regular supervisions enable them to discuss their professional development and address training needs. Assistants value the wealth of training opportunities offered to them to further develop their already excellent knowledge and skills. The childminder is a member of childminding groups and consistently reads childcare publications to keep abreast of changes. Parents are overwhelmingly positive about the childminder. They feel she provides excellent care with constant support.

### Quality of teaching, learning and assessment is outstanding

The qualified childminder and her assistants provide excellent learning opportunities for all children. Adults know the children extremely well and are very mindful of their individual ways of learning. Children are supported very well to develop their ideas in play. They bury items in sand and invite the childminder to join in a treasure hunt. Young children are introduced to mathematical concepts, such as big and little, when comparing different-sized bubbles. The childminder takes children out into the community, where they meet new people and visit places of interest. Parents take a variety of resources home to help support their children's learning. The childminder has plans to further enhance this by providing children with a book bag and books to take home each week to read.

### Personal development, behaviour and welfare are outstanding

The childminder has developed secure, trusting relationships with all children and their families. Children enjoy playing together. Older children show kindness towards younger children. They stroke babies' hair when talking to them. Pre-school children show excellent familiarity with the structure and routines of the day that establish expectations. Adults are very positive role models to the children. They are highly skilled at encouraging polite behaviour and teaching children about sharing and taking turns. Outdoor play is an integral part of the day so that children spend time in the fresh air. Excellent safety precautions are in place to help keep children safe. For example, a buzzer sounds within the house to alert the childminder if someone enters the main gates. Children begin to manage their own risks as they carefully use knives to cut up food.

### Outcomes for children are outstanding

Children make excellent progress in their learning from their individual starting points. They are very well supported in activities and gain essential skills in readiness for their move on to school. Children are helped to develop pre-writing skills. They hear initial letter sounds in their name and other words. Children demonstrate very good mathematical and problem-solving skills. During a counting and matching game, children clearly understand simple calculation. They confidently put two spots and one spot together to make the three they need.

## Setting details

<b>Unique reference number</b>	257020
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	854916
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	23
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22 May 2012
<b>Telephone number</b>	

The childminder was registered in 1998 and lives in Peterborough, Cambridgeshire. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder employs assistants to work alongside her. She provides funded early education for three- and four-year-old children.

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