

Childminder Report

Inspection date

6 May 2016

Previous inspection date

22 March 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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 enthusiastically share their opinions, establishing rules and learning to take responsibility for taking turns and sharing larger toys or equipment.
- The childminder and staff use very effective teaching methods to help children keep themselves safe. Children very quickly become extremely competent at assessing the environment. They ably identify risks and use equipment safely. Very young children are taught to move and negotiate space, for example, descending steps by turning around and climbing down safely on their hands and knees.
- The childminder is exceptionally proactive, going into the local community to talk with other professionals, such as the police and fire personnel. She organises regular visits, enabling children to extend their knowledge about people they can turn to for help in the community. This also enhances opportunities for them to learn about respecting people's different backgrounds.
- The childminder is extremely adept at supporting children's overall well-being, including meeting and protecting their dietary and medical needs. Any gaps in care or learning are swiftly identified through regular monitoring and minimised or closed quickly.
- The childminder and her staff greatly value opportunities to work with other professionals. They proactively seek out and share relevant information with key persons in other settings the children attend, including the infant school they eventually move to. This very purposeful interaction secures support for children and promotes excellent continuity of learning.
- The childminder and her staff develop exceptionally positive working relationships with each family, taking the time to learn about their changing childcare needs. Regular questionnaires and daily discussions enable them to adapt practice and promote the positive continuous development of the setting.

What the setting needs to do to improve further

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

- refine even further, parent interaction with their child's ongoing learning within the setting.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed and discussed a planned activity with the childminder.
- The inspector checked relevant documentation, including the suitability checks of the childminder, her husband and members of staff.
- The inspector took account of the childminder's self-evaluation record, along with written feedback from parents.
- The inspector spoke with the children and the childminder's assistant at appropriate times throughout the inspection.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder uses robust recruitment when appointing assistants. Ongoing supervision and training ensure the childminder and assistants advance their excellent knowledge and skills. Precise attention to deployment secures the safe and effective running of the setting. The childminder inspires staff to persistently aim for excellence in all they do. Staff feel valued and plan exceedingly high-quality activities within a child-centred environment. The childminder has identified that refining timings for parental participation in their child's learning will increase opportunities for them to become more involved. Teaching practice is monitored closely so the care and education of children is never compromised. Meticulous tracking identifies the slightest variations in children's learning, enabling early, successful intervention. Children's emotional well-being is monitored so all groups of children settle exceptionally well and make rapid progress.

Quality of teaching, learning and assessment is outstanding

An exceptional range of interactive teaching methods is used. Older children review their own learning, talking with staff about their ongoing achievements and adding to their photograph books. Very effective communication promotes children's confidence, increasing their self-esteem and enabling them to extend their learning more confidently. Staff engage children at every opportunity to use their continually growing vocabulary in conversation. Children learn early phonic skills as they link sounds and letters, applying their knowledge when writing their name or helping with text when sharing stories. They become critical thinkers, observing the changing seasons of the year and with it, the various animals and birds who visit the garden.

Personal development, behaviour and welfare are outstanding

The childminder pays exceptional attention to providing healthy snacks. These are supplemented as the children plant and grow produce, extending their knowledge about where food comes from. The childminder helps to increase their understanding about how different kinds of food help them grow. Children settle exceptionally quickly and their ongoing physical and emotional development are nurtured extremely well. This is achieved as the childminder speaks with parents about specific needs and interests. Home visits further support children's confidence as they see the childminder accepted by their family. Plenty of descriptive praise boosts children's confidence to take part in activities.

Outcomes for children are outstanding

Children are keen to learn. They make independent decisions at their own pace, revisiting activities to reinforce a firm understanding about how things work and why. Children enjoy excellent sensory activities, including exploring water instruments. They learn that water recorders, flutes and drums make different sounds to the more usual musical instruments they are used to. Children discover that adding more water to the flute or sinking the drum lower under the water creates different sounds to those they have heard before. They also increase their use of mathematical language in relation to simple capacity and depth, as well as exploring floating and sinking.

Setting details

Unique reference number	EY362509
Local authority	Cambridgeshire
Inspection number	849641
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	12
Number of children on roll	17
Name of provider	
Date of previous inspection	22 March 2012
Telephone number	

The childminder was registered in 2007 and lives in Linton, Cambridge. She operates all year round from 7.30am to 6pm Monday to Thursday, and 7.30am to 4.30pm on Fridays, except for bank holidays and family holidays. The childminder employs five assistants and works with one assistant at any time. She provides overnight care for two children under eight years. The childminder holds a relevant early years qualification at level 3.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

