

# Childminder Report

**Inspection date**

28 November 2016

Previous inspection date

10 October 2012

<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
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

- A key strength is the highly effective partnerships the childminder establishes with other professionals and parents. The regular contact and purposeful meetings promote consistency and continuity in children's care and development. This significantly contributes to the rapid progress all children make.
- The highly experienced childminder is deeply committed to improving her practice. Self-evaluation is accurate and includes the views of parents and other professionals. It is focused on improving practice to support children's emerging needs, individual interests and stages of development.
- The childminder completes accurate and timely assessments of children's progress which include regular contributions from parents and other professionals involved in children's lives. This collaborative approach is highly effective in identifying children's next steps in learning and supporting their rapid progress.
- The childminder intuitively supports children's curiosity. She instinctively uses a range of questions effectively to develop children's deeper thinking and problem-solving skills.
- Children enjoy strong, affectionate and respectful relationships with the childminder. This promotes children's high levels of emotional well-being. They are confident, demonstrate they feel safe and secure, and are ready to learn.
- The childminder is extremely respectful and thoughtful in her interactions with children. She praises children's efforts and achievements, creating a positive atmosphere of trust and respect. Children behave extremely well, demonstrating consideration and affection for each other.

## What the setting needs to do to improve further

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

- complete the planned professional development for supporting children who have special educational needs and disabilities, assessing the impact of this on children's progress and outcomes.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of practice with the childminder.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's evidence of the suitability of adults living in her home, evidence of self-evaluation, children's learning records, and a sample of policies and procedures.
- The inspector took account of the written views of parents.

### Inspector

Gail Warnes

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The childminder is passionate in her work and deeply committed to providing children with excellent care and high-quality learning opportunities. The arrangements for safeguarding are effective. The childminder has a secure understanding of her responsibilities to protect children from harm and to keep them safe. She understands what to do should she have any concerns regarding a child's welfare. She makes excellent use of a variety of means to keep updated with changes relating to safeguarding procedures. For example, she attends regular training events and makes good use of personal research. The childminder implements a thorough range of policies and procedures which are shared with parents, to support her practice. The childminder values training and professional development opportunities to improve children's outcomes. Her current focus is to further develop her knowledge and ability to support children who have special educational needs and disabilities.

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

The childminder knows the children exceedingly well. She effortlessly makes the most of every opportunity to support children's progress in line with clearly identified next steps in learning. Her enthusiasm is contagious and ignites children's interest. Children are deeply engaged and imaginative. They compare size, shape and speed as they investigate the movement of balls and small toy people through different-sized cardboard tubes. They giggle together as they make noises into the tubes and hear the distortion of their voices. The childminder instinctively models words to support their growing vocabulary as they play, such as telescope when they hold tubes to their eyes. There is a strong focus to support communication and language development. The childminder sensitively incorporates sign language to support communication for all children. This also supports children of differing abilities in communicating with each other as they play together.

### **Personal development, behaviour and welfare are outstanding**

The childminder is caring and kind. She is an excellent role model who highly values each child's contribution. Children are given time and language to understand their emotions, which contributes to their excellent behaviour and self-control. Children explore a range of different festivals and celebrations, such as Chinese New Year and Diwali, to support their growing understanding of people in the wider world. The childminder provides a wide range of experiences and outings to support children's healthy lifestyles. Children grow vegetables and learn how to keep themselves safe when they cook, making bread and pumpkin soup. They enjoy regular trips to parks and soft-play centres to support their physical development.

### **Outcomes for children are outstanding**

All children, including those who have special educational needs and disabilities, make sustained, rapid progress given their starting points and capabilities. Children are confident, inquisitive and eager to learn. They show respect and acceptance of each other's differences, and friendships flourish. Children are enthusiastic to participate in activities, demonstrating key skills and attitudes to support their future education.

## Setting details

<b>Unique reference number</b>	223009
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1059450
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 October 2012
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in Peterborough. She operates all year round from 7.30am to 6pm, Mondays, Wednesdays, Thursdays and Fridays, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder supports children who have special educational needs and disabilities.

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