

# Childminder Report

**Inspection date**

30 June 2017

Previous inspection date

10 May 2013

<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**

- The experienced and qualified childminder is passionate about her work. She is highly committed to the children and to supporting them to achieve their best.
- The childminder instinctively extends learning opportunities as children play. Children are purposefully engaged and very active learners. They ask questions and develop their play imaginatively. They are eager to try new things and test out their ideas.
- The childminder builds exceptionally strong partnerships with parents. She regularly shares information about children's progress, next steps in learning and how they can support children's learning and development at home.
- The childminder is deeply committed to her continued professional development. She is a highly reflective practitioner. She gathers the views of parents and children to help her to identify areas to improve.
- Children thrive in the childminder's care. They establish strong attachments with the childminder and the other children in her care. The childminder is a strong role model who creates a positive atmosphere of mutual trust and respect. Children benefit from this consistent approach. They are polite and behave well.
- The childminder intuitively supports children's emotional well-being especially during times of change. She helps children to understand and communicate their feelings when they are sad or upset.

## What the setting needs to do to improve further

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

- evaluate the impact of the proposed improvements to the outdoor area on children's physical development, self-confidence and emotional well-being.

### 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 an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder prioritises children's health and safety. She fully understands her role to protect children from harm. She knows what to do should she have any concerns about a child. She meticulously maintains documentation which underpins her practice. She is highly proactive in researching changes and updates to childcare practice in her strive for excellence. The current focus for improvement is to further enhance digging and exploration opportunities outdoors. She establishes close working partnerships with local schools, pre-schools and childminders. This helps to provide continuity for children, especially in helping them to be ready for the move on to school. Parents are extremely positive about the childminder. They share that they have a great partnership with the childminder and that their children are exceptionally well prepared for school.

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

The childminder observes children as they play and sensitively joins in. She regularly assesses the progress children make, identifying their next steps in learning which she effortlessly weaves into play. She engages children in conversation as they play. She listens to what they say and adapts play to reflect their emerging interests and stage of development. Children create an obstacle course which promotes balance and negotiation with each other. They show imagination as they place footsteps on stepping stones and large foam, which they pretend is bones, to indicate the direction of travel. They giggle excitedly as they imagine sharks are swimming around the stepping stones. They exaggerate panting as they reach safe land and create a picnic to share together.

### Personal development, behaviour and welfare are outstanding

Children thoroughly enjoy their time with the childminder. They are confident and demonstrate they feel safe and secure. For example, they are confident to seek reassurance from the childminder if they feel upset. They are learning to take turns and to share. They chat easily together as they create pictures which show the changeable weather they have seen over the last week. They talk about different foods and know that fruit and vegetables are good for their bodies. The childminder encourages them to be independent at lunchtimes. Children open the packets of food and clear away the rubbish and plates when they finish. This helps them to be ready for the routines when they move on to school. Children enjoy regular outings to the parks and groups with the childminder, who teaches them about road safety.

### Outcomes for children are outstanding

All children make rapid progress given their starting points and capabilities. Children are confident talkers. They are independent in their play and self-care routines. They are interested in writing for themselves and build this into their play. Peer friendships are beginning to flourish. Children are exceptionally well prepared for the move on to school. They acquire key skills and positive attitudes to support their future education.

## Setting details

<b>Unique reference number</b>	222543
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1063752
<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>	2 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 May 2013
<b>Telephone number</b>	

The childminder registered in 2000. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. She supports children who speak English as an additional language.

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 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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

