

# Childminder report

<b>Inspection date</b>	14 August 2019
Previous inspection date	18 July 2014

<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 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 childminder's commitment and dedication to families help to provide children with an exceptionally secure start in life. She is extremely warm, welcoming and caring. Children develop very close attachments with her and her co-childminder.
- The childminder and her co-childminder work very well together. They share their skills to provide the best possible care and learning for children. They provide a superbly resourced and highly stimulating environment, both inside and outside.
- The childminder is very well qualified and has a wealth of experience of looking after children. She uses her expert understanding of how children learn to plan rich and varied learning experiences for them. This helps children to become motivated and eager learners and make rapid progress from their starting points.
- Children thrive in the childminder's exceptional care. Together with her co-childminder, she provides nurturing support to children's emotional development. The childminder gets to know her families superbly well and children develop a strong sense of belonging.
- The childminder accurately monitors and tracks children's progress. This ensures she can rapidly highlight any gaps in development and provide children with excellent support to exceed their learning expectations.
- Children who speak English as an additional language are exceptionally well supported to make the best possible progress. The childminder learns words from their home language to help her to successfully meet their needs when they first start. She works very closely with parents to provide highly impressive care and learning experiences.
- Parents are valued partners and are extremely enthusiastic to share their views of the childminder's provision. Some parents say that they 'could not feel more confident and content with their choice of childminders'. Others say that they 'feel so lucky that they have found such wonderful, professional, kind and caring people'.

## What the setting needs to do to improve further

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

- continue to reflect on areas for improvement that maintain the exceptional levels of practice.

### Inspection activities

- The inspector had a tour of the premises and viewed the areas used by the children.
- The inspector observed the children interacting with the childminder.
- The inspector discussed children's learning and development 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 took account of the views of parents through reading written feedback provided.

**Inspector**  
Jacqui Oliver

## Inspection findings

### Effectiveness of leadership and management is outstanding

The childminder has exceptionally high expectations of both herself and her co-childminder. They go beyond parents' expectations to provide continuity in children's care and learning. The childminder is passionate and extremely dedicated to offering outstanding provision for children and their families. Safeguarding is effective. The childminder has an excellent understanding about the procedures to follow to keep children safe from harm. Robust risk assessments cover all aspects of the childminder's house, including the garden and when they go on outings. The childminder works exceptionally well with her co-childminder to provide high-quality learning experiences for children. She intends to continually reflect on the valuable service they provide for families to ensure that the outstanding quality of care for children is maintained.

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

The childminder is very experienced and has an excellent knowledge of how children learn. She provides an extensive range of exciting activities, which children thoroughly enjoy. The daily routines are planned superbly well to promote children's learning to the highest level. The childminder places a significant focus on supporting children's early communication skills. She models language and supports children in their pronunciation of words. Babies and young children confidently repeat familiar words and phrases. Children are highly stimulated by the activities linked to their current theme about animals. They excitedly hunt for animals hidden in shredded paper. They confidently say their names and imitate the sounds they make. The childminder asks questions to make them think, such as 'What does the cow give us?' She skilfully extends their learning by modelling their initial sounds, such as 'c' for cow.

### Personal development, behaviour and welfare are outstanding

Children thrive in this exceptionally welcoming and well-organised environment. Babies and new children settle extremely quickly. The childminder completes home visits and children experience highly supportive settling-in sessions before they start. Their behaviour is exemplary. The childminder is an excellent role model and has a consistently warm, caring approach. She gives children lots of praise and encouragement, which successfully promotes their confidence and self-esteem. For example, she thanks them for helping to sweep the floor after a messy activity. Children learn self-care routines, eat healthily and have wonderful opportunities to play outdoors in the fresh air. They learn to keep themselves safe, such as wearing sun hats and playing safely with the toys.

### Outcomes for children are outstanding

All children make outstanding progress, given their starting points and capabilities. They understand the need to share, take turns and play cooperatively with others. Older children know that print carries meaning and enjoy learning about letter sounds. They have a wealth of opportunities to practise their early writing. Children very ably apply their mathematical skills. For example, they weigh cooking ingredients and measure and compare the length of their feet. All children acquire exceptional skills and attitudes that prepare them extremely well for their future learning and the move to school.

## Setting details

<b>Unique reference number</b>	222803
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10112988
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	18 July 2014

The childminder registered in 1998 and lives in Cambridge. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. She works with a co-childminder.

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