

Childminder Report

Inspection date

8 September 2015

Previous inspection date

21 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is good. The childminder provides stimulating experiences which reflect children's individual interests. Children are highly engaged and make good progress. They acquire good skills and positive attitudes to support their future education.
- The childminder, who is kind and approachable, establishes strong, respectful attachments with children who thrive in her care. Children are well behaved and demonstrate they feel safe and secure. They are confident and independent.
- The childminder is passionate about her role to ensure children enjoy themselves and make good progress. She has a good understanding of how children learn and develop.

It is not yet outstanding because:

- The childminder does not consistently gather information from parents about what children can do when they start.
- The childminder has not recently accessed training and development opportunities to help her to develop her teaching skills and knowledge further.

What the setting needs to do to improve further

To meet the requirements of the Childcare Register the provider must:

	Due Date
■ keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect	09/10/2015
■ keep a written statement of procedures to be followed in relation to complaints, which relate to the requirements of the Childcare Register and which a parent makes in writing or by email.	09/10/2015

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

- enhance the existing arrangements for collecting information from parents about children's starting points so that this can be taken into account when planning for children's future learning
- engage in opportunities for professional development to improve knowledge and the good teaching skills even further.

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 to the childminder and children at appropriate times during the inspection.
- The inspector reviewed some documentation, including evidence of the suitability of adults living in the childminder's home and the childminder's training certificates.
- The inspector took account of the written views of parents.

Inspector
Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The childminder is deeply committed to ensuring each child has equal opportunity to learn and develop and achieve their best potential. Her approach is intuitive with children's safety at the heart of her practice. Arrangements to safeguard children are effective. The childminder reflects on her practice and seeks parent's views for areas to improve. However, she has not recently accessed training and development opportunities to update her knowledge and improve her good skills even further. Parental feedback is extremely positive. Parents value the childminder and the progress their children make.

Quality of teaching, learning and assessment is good

The experienced childminder understands how children learn and develop. She carefully follows their interests and skilfully extends learning opportunities in everyday experiences and activities. She knows children extremely well and accurately assesses the progress they make. She establishes effective partnerships with parents to ensure they are fully informed and involved in their child's learning and development. However, the childminder does not seek detailed information from parents about children's starting points to enable her to effectively build on their prior achievements immediately when they start. Children are deeply engaged and enjoy measuring ingredients to bake a cake. They learn how to read a scale on a jug to ensure the correct quantity of liquid is added to the cake mixture. They develop good coordination as they pour ingredients into a bowl and use a spoon to beat the mixture. The childminder talks with children about what they are doing, intuitively modelling language. The childminder gives children time to think when she asks questions. Children think carefully and are beginning to find solutions to problems themselves, such as when there are not enough paper cases to fill the baking tray. The childminder skilfully weaves mathematical concepts into play. Children recognise numbers in the environment and understand that one more chair is required so that everyone can sit at the table.

Personal development, behaviour and welfare are good

Children thoroughly enjoy the time they spend with the childminder. They are confident to explore the environment and the childminder encourages them to choose their activities. Children learn about road safety when out on visits and when they collect older children from school. The childminder gives children time to work through any minor disagreements before she intervenes, if this is necessary. She models fairness and equality and teaches children to be respectful of each other and the environment. Children are well supported emotionally for the move to school and pre-school.

Outcomes for children are good

All children make good progress. Children are developing their independence in self-care and in doing things for themselves, such as pouring liquids when baking. Older children are well prepared for school. They recognise their written name and are beginning to explore letter sounds in words. They are developing good mathematical understanding as they play and explore.

Setting details

Unique reference number	256921
Local authority	Peterborough
Inspection number	864603
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	21 May 2009
Telephone number	

The childminder was registered in 1995 and lives in Castor. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers free early education to eligible two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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