

Childminder report

Inspection date	22 January 2019
Previous inspection date	19 January 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
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 is extremely experienced and knowledgeable. She is passionate in her role to help children make rapid progress in a homely and safe environment.
- The childminder provides exceptional support for children's emotional well-being. She is kind, understanding and compassionate. She helps children to understand and talk about their feelings. This particularly helps children to develop the resilience they need to face and cope with challenging events.
- Teaching is inspirational. The childminder consistently helps children to achieve highly. She effortlessly extends learning for children, successfully engaging them in a wide range of appropriately challenging activities. Children make rapid progress.
- The childminder places a high focus on supporting communication and language development. Children have excellent opportunities to talk and share their ideas, demonstrating a wide vocabulary.
- The childminder promotes literacy exceedingly well. Children routinely choose books to read with the childminder. They discuss in detail the story and what they see in the pictures. Children make firm links from the stories they share with their own experiences.
- Children are relaxed, happy and confident. They show genuine affection for the childminder, with whom they establish extremely strong bonds.
- Children behave extremely well. They show exceptional self-control and respect for the childminder and her home.
- The childminder is committed to continually improving her practice. She regularly gathers the views of parents and children to help her identify her strengths and any areas to improve. She accurately reflects on her practice and targets training precisely to help her to improve outcomes for children and meet their specific needs.

What the setting needs to do to improve further

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

- continue to target professional development to enhance knowledge and skills to sustain the excellent teaching and raise outcomes for children.

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 leadership and management is outstanding

The experienced childminder has an expert understanding of how children learn and develop. She strives to provide children with fun learning experiences that help to prepare them for life. The childminder is extremely professional in her practice. She reads widely and conducts online research to continually develop her knowledge and skills. She reflects on what she learns and adapts her practice to incorporate new knowledge to benefit the progress children make. The childminder highly prioritises children's safety and well-being. She has a thorough knowledge of wider safeguarding issues. For instance, she sensitively discusses with older children how they can keep themselves safe, especially when using the internet. The childminder confidently fulfils her role to protect children from harm. She knows what to do should she have a concern about a child's welfare. Safeguarding is effective.

Quality of teaching, learning and assessment is outstanding

The childminder knows children exceedingly well. She precisely assesses the progress they make to plan effectively for their next steps in learning and development. Children show a strong interest in writing for themselves. The childminder provides excellent opportunities for children to explore making marks. They draw lines to connect pictures of monkeys with bananas and use an extensive range of stencils to draw circles and squares. Children talk knowledgeably about hedgehogs that hibernate in the childminder's garden. Children develop a strong understanding and respect for other living creatures. They help to feed the birds and learn the names of a wide variety of species.

Personal development, behaviour and welfare are outstanding

Children thrive in the childminder's care. They show that they feel safe and secure, for instance, as they confidently seek cuddles when they need reassurance. The childminder helps children to understand the benefits of choosing healthy foods. Children grow fruit and vegetables with the childminder, such as tomatoes and gooseberries. They play a wide range of games that help them learn to share and take turns. Children create a book with the childminder about the school they will move to. They discuss the photographs of their new classroom and their new teachers they meet, as well as the school routine. This helps children develop confidence to meet this change in their lives. The childminder takes children on a wide range of outings into the local community. This helps them to build good social skills and learn to respect others.

Outcomes for children are outstanding

All children make rapid progress given their starting points and capabilities. They gain key skills to support the next stage in their learning and eventual move to school. Children are active learners who confidently explore and enthusiastically join in with activities. They confidently count and recognise shapes as they play and draw. Children are eager to do things for themselves. They develop good independence in their self-care needs. Children develop excellent hand to eye coordination and muscle control in their hands. This helps to support their interest in writing for themselves.

Setting details

Unique reference number	257005
Local authority	Peterborough
Inspection number	10072719
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 January 2016

The childminder registered in 1992 and lives in Peterborough. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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