

Childminder report

Inspection date	29 March 2019
Previous inspection date	9 October 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are incredibly well behaved and respond extremely well to the childminder. The childminder provides a very positive atmosphere where each child is truly valued. Children are kind and show respect to each other, recognising the needs of younger children and each other's rights to play.
- The childminder provides children with a wide range of experiences that help them to learn about people, families and communities that are different to their own.
- The childminder is very enthusiastic about her role to provide children with good-quality care and stimulating learning experiences in a safe and homely environment. She regularly reviews the progress children make and seeks the views of parents and other professionals to help her to identify her strengths and areas to develop.
- The childminder is very committed to her ongoing professional development. She identifies appropriate training and conducts online research to develop her knowledge and skills that support children's emerging interests and preferred learning styles.
- Children are self-assured and confident to explore. They demonstrate that they feel safe and secure in the childminder's care, showing genuine affection for her.
- The childminder works well in partnership with parents and other providers that children attend. She establishes an effective two-way flow of information that provides children with consistency in their care and learning.
- The childminder knows children well and plans a wide range of activities and learning experiences that are fun and challenging. Children make good progress, gain key skills and develop positive attitudes to support the next stage in learning and the eventual move to school.
- Sometimes the childminder overlooks opportunities to support children's interest and understanding in aspects of mathematics for volume and measure.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their interest and understanding of mathematics that relate to volume and measure.

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 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 good

The arrangements for safeguarding are effective. The childminder completes regular training and online research to keep her knowledge relating to child protection updated. She demonstrates an expert knowledge of wider safeguarding issues. She knows what to do should she have any concerns about a child's welfare. The childminder shares with parents a detailed range of documentation that underpins her practice, to promote children's good health, safety and welfare. She adapts the environment to reflect children's interests and learning styles. For example, she provides a rich outdoor learning environment to support those children who prefer to learn outside. She has made changes that reflect recent training she has completed to create 'communication-friendly' spaces inside.

Quality of teaching, learning and assessment is good

Children enjoy a very varied range of learning experiences with the childminder. She accurately assesses their progress and shares detailed information with parents. Children enjoy reviewing their learning journals and demonstrate good recall as they remember past events. The childminder helps children to develop good literacy skills. Children frequently recall words and phrases from stories and rhymes they enjoy. They name the different birds they hope to see as they make bird feeders. They listen carefully to the instructions that the childminder reads to them. Children explore in the mud kitchen, imaginatively creating cakes and cups of tea for the childminder. They excitedly collect woodlice and look for wriggly worms. The childminder helps younger children to develop good physical control as they climb the steps to come down the slide.

Personal development, behaviour and welfare are outstanding

Children thrive in the childminder's care. They show genuine affection for her and demonstrate that they feel relaxed. The childminder encourages children to try new things, such as the cold and squishy texture as they make bird feeders. She helps children learn about the benefits of making healthy food choices. The childminder teaches them how to grow strawberries and raspberries. She nurtures children's creativity. The childminder encourages them to make their own choices and provides them with a wide range of craft activities. Children explore and learn about their differences and similarities. They are extremely well prepared emotionally for the move to school. The childminder provides children with rich opportunities to become familiar with the school and teachers. Children regularly attend assemblies, sports day and festival celebrations with the childminder at school.

Outcomes for children are good

All children make good progress given their starting points and capabilities. Children are active learners and confidently share their ideas and develop good problem-solving skills. They develop good independence skills. For instance, they know when to wash their hands and put on their coats and shoes without help. Children learn to share and take turns. They form friendships with their peers. Older children work collaboratively, for example, they work together to lift logs so they may investigate insects that live under them.

Setting details

Unique reference number	EY239861
Local authority	Peterborough
Inspection number	10059555
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 October 2015

The childminder registered in 2002 and lives in Peterborough. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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