

Inspection date	18 March 2015
Previous inspection date	18 August 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder develops warm and close relationships with the children. As a result, they settle well and are happy and confident to explore their surroundings.
- The childminder models language clearly for young children, and encourages their speaking skills by repeating the words that they attempt to say. She sounds out initial letter sounds, as children write their name and some other simple words.
- The quality of teaching is good. The childminder has a good understanding of children's individual stages of development. She uses this to provide interesting activities and outings, which enhance and develop children's skills and knowledge.
- Partnerships with parents are very good. They receive regular information about their children's learning and the next stages in their development so that they receive consistent support. Parents contribute to children's starting points, and ongoing information from parents is used well by the childminder to strengthen her observations and assessments of children's learning.
- Children's play areas are well planned to provide good stimulation for learning. The childminder encourages children to be active and independent explorers; as they help themselves to a good range of resources which interest them.
- Children are safeguarded because the childminder maintains close supervision during their play. She understands the importance of following the correct procedures in the event of child protection concerns.

It is not yet outstanding because:

- Partnerships with some other providers children attend are not yet embedded to fully support children's care and education.

What the setting needs to do to improve further

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

- extend partnership working with other providers to fully support children's learning, for example, by increasing knowledge of the phonics programme followed by a local pre-school.

Inspection activities

- The inspector viewed the areas of the premises used for childminding, observed the childminders' interaction with the children and discussed all aspects of her practice.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the parents' views through written feedback.
- The inspector looked at children's records, assessment records, and a range of other documentation, including policies and procedures.

Inspector

Carly Mooney

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder demonstrates a very secure knowledge and understanding of how children learn and develop through play. Children's play spaces are organised well so that children can move freely and safely to access the resources they enjoy. The childminder is fully aware of children's immediate needs and interests. For example, resources, such as shape sorters and trucks, are provided for children who love to transport and post items in their play. Children's mathematical development is supported well. Children are introduced to simple calculation. They are encouraged to think about how many more candles they need if they have four, but there are five slices of cake. Teaching methods such as these ensure that children are acquiring appropriate skills to be ready for school. Assessments of children's progress and identification of next steps in their learning and development are accurate and focused. The childminder talks to parents every day. They contribute to the children's starting points when they first attend, so that the childminder is aware of their immediate learning needs.

The contribution of the early years provision to the well-being of children is good

The childminder is warm and loving towards children and provides a welcoming, homely environment. She enables children to be independent. They are supported to be able to manage their self-care needs and confidently carry out tasks, such as sharpening their pencils. The childminder is a positive role model to the children; she encourages polite behaviour and teaches children about sharing and taking turns. The children have good relationships with each other and enjoy each other's company. Children experience outdoor play every day. They visit parks and local nature reserves, where they can be physically active. Children are supervised well at all times to ensure their safety. They learn about safe practices, such as the action to take in the event of an emergency.

The effectiveness of the leadership and management of the early years provision is good

Good arrangements for safeguarding children are in place and understood. The childminder completes child protection training, which is regularly refreshed so that she is aware of current guidelines and procedures. She assesses the risks in her home and on outings each day so that children are able to play in a safe and suitable environment. The childminder tailors activities well to support children's individual needs and monitors the educational programmes. This ensures children make good progress in their learning. The childminder evaluates her services and is part of a close network of childminders who meet regularly to share ideas and good practice. Partnerships with other providers are not always consistently established so that a more collaborative approach to children's care and learning is achieved. For example, the childminder is unaware of the phonics programme applied by a local pre-school that children attend and how this can be supported. Parents give warm, positive feedback on the care and education provided.

Setting details

Unique reference number	256855
Local authority	Peterborough
Inspection number	867058
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	18 August 2009
Telephone number	

The childminder was registered in 1993 and lives in Peterborough, Cambridgeshire. She operates all year round, from 8am to 5.30pm, on a Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays.

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