

# Childminder Report

**Inspection date**

29 June 2015

**Previous inspection date**

16 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

**This provision is good**

- Children welcome the childminder's interactions and support during their play. She is kind, caring and attentive to their individual needs. As a result, children make strong attachments to the childminder and feel confident and secure in her care.
- The childminder has a good understanding of children's individual learning needs and interests. Her observations of children as they play enable her to provide further interesting activities, which enhance and develop their skills and knowledge.
- Children's language development is supported well because the childminder models clear language, which extends their vocabularies. She provides a narrative to children as they play and asks appropriate questions that encourage them to think for themselves. This helps to promote skills for children's future learning at school.
- The childminder works well with other settings that children attend, such as pre-schools and other childminders. She shares children's assessments and talks to staff to support their continuity of care and learning.
- Parents appreciate the communication they receive from the childminder regarding their children's progress. They are kept aware of the next steps in their children's development and regularly discuss how these can be supported at home.

**It is not yet outstanding because:**

- The childminder does not always plan effectively for children to fully explore their imaginations. They have fewer opportunities to act out and build on what they know about different experiences, in a variety of real-life, role-play scenarios.

## What the setting needs to do to improve further

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

- extend activities that enable children to use their imaginations and develop further understanding of real-life situations by providing more role-play opportunities.

### Inspection activities

- The inspector viewed the areas of the premises that are used for childminding, observed her interactions with children and discussed all aspects of her practice.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of suitability of the childminder and other adults in the household.
- 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 is qualified in childcare and has years of experience of teaching children through play. Children take part in a wide range of activities that interest them. As a result, they sustain their interest and remain engaged for long periods of time. For example, children repeatedly use spoons and their hands to fill weighing scales and bowls with rice and seeds. They pour the mixture out and are eager to do it again. The childminder extends their learning by encouraging them to think about how many spoonfuls it will take to fill the bowl. Children are provided with challenge in their learning as they are supported to recognise high numbers, such as 16 on the weighing scales. The childminder supports the seven areas of learning well. However, planned activities to support children's use of their imaginations and extend their knowledge of real-life experiences, are less well provided for. For example, they have few opportunities to visit a shop or post office in role play. The childminder gathers information from parents to help her to establish children's starting points for learning. Together with her ongoing observations and assessments of children, this enables her to effectively monitor their development.

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

Children are highly respected as individuals and the childminder has developed secure, trusting relationships with all children and their families. The childminder takes children out into the community and they spend time at local groups, which helps them socialise with their peers. Children behave well. The childminder provides clear guidance in helping children to learn appropriate social skills, such as sharing and turn taking during play. Children respond well to the calm and pleasant manner in which she speaks to them. Outdoor play is incorporated well into daily routines and children regularly visit local parks for further physical exercise. Children are supported to develop good hygiene practices and the childminder provides healthy food choices at meal and snack times.

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

The childminder's home is secure and well maintained. The childminder risk assesses the areas children use to provide a safe and suitable environment. Children are effectively safeguarded due to the childminder's good knowledge of the procedures to follow in the event of any concerns. She refreshes her knowledge of child protection regularly through training. Necessary suitability checks for family members have been completed. The childminder reflects on her practice and has successfully met the recommendations from her last inspection. She regularly meets with other childminders to share good practice and reads childcare publications to enhance her knowledge and skills. This has a positive impact on the care and learning provided. Parents are exceedingly positive about the childminder and the care she provides.

## Setting details

<b>Unique reference number</b>	EY350287
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	863322
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 March 2011
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Peterborough, Cambridgeshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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