

# Childminder Report

**Inspection date**

10 September 2015

Previous inspection date

3 February 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
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 childminder and her assistant have built very strong relationships with all parents. Communication is consistent and effective, ensuring that they work well together to meet children's needs. Parents are kept very well informed of their children's progress through regular reviews of their development.
- Children respond well to the childminder's warm and caring nature and that of her assistant. She is sensitive to their individual needs and has developed close relationships with all children. As a result, children are happy, comfortable and feel confident in her home.
- The quality of teaching is good. The childminder has a secure understanding of the learning needs of children in her care and continually enhances their development through interesting activities. Their development is well monitored and individual learning needs are accurately identified and planned for.
- The childminder is passionate about the service she provides. She is dedicated to the continual improvement of her practice to ensure children in her care achieve their full potential. She actively uses a variety of learning tools, such as the internet to develop her knowledge and further enhance the learning experiences for young children.

**It is not yet outstanding because:**

- Children are not always able to fully explore the properties of materials, such as sand, or extend their imaginative role play in a variety of ways.

## What the setting needs to do to improve further

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

- build on the learning potential in children's self-initiated, imaginative play as they show a desire to explore, experiment and use resources and materials in different ways.

### 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 spoke with the childminder and the children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the childminder's qualification and training certificates.
- The inspector took account of the written views of parents.

### Inspector

Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is fully aware of her responsibilities to meet children's needs in the event of a child protection concern. Both the childminder and her assistant regularly attend safeguarding training. The childminder works very well with her assistant, who is her husband. She monitors his practice and holds regular supervision meetings that help to identify his development needs. The childminder consistently reflects on her own practice. She speaks to other childminders for advice and is knowledgeable about changes in childcare, taking the time to read and digest current publications. Parents give their views of the childminder in regular questionnaires and comments in children's progress reviews. Parents particularly like the home-from-home environment.

### Quality of teaching, learning and assessment is good

The childminder is qualified in childcare and has many years of experience of teaching children through play. Children take part in a wide range of activities that interest them. They have some opportunities to engage in role play, such as when they pretend to make ice creams with sand. However, the childminder does not always support children to extend their imagination when they want to use such materials in different ways. The childminder talks to children as they play and introduces interesting words, such as 'oozing', into their vocabulary. Children learn to problem solve when completing a challenging puzzle. They hear initial letter sounds and are beginning to recognise the letters in their name. Parents regularly contribute to their children's learning and are provided with ways to help complement learning and support their children at home. The childminder works well with other providers when children attend other settings.

### Personal development, behaviour and welfare are good

The childminder's home is well organised to provide children with a variety of different play areas. Outdoor areas are used as positive learning environments and children enjoy being physically active in the garden. Children happily approach the childminder and her assistant and enjoy cuddles when feeling tired. Children are learning a good sense of responsibility; they understand that they need to tidy away resources when finished. Children generally behave well, due to the good interaction from the childminder and positive encouragement in activities. The childminder supports children to understand why they should share and take turns. Routine procedures for handwashing to support children's understanding of their own personal care, are introduced from an early age. The childminder checks her home every day to ensure all areas of the home and garden are safe and secure.

### Outcomes for children are good

Children make good progress in their learning and development. The childminder supports children in their play. She encourages their language development through discussions and appropriate questions that enable them to use their thinking skills. This approach helps to promote skills for their future learning and for starting school.

## Setting details

<b>Unique reference number</b>	256960
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	871609
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 February 2011
<b>Telephone number</b>	

The childminder was registered in 1989 and lives in Peterborough, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with an assistant.

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