

Childminder Report

Inspection date

15 December 2015

Previous inspection date

2 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children benefit from the childminder's natural and enthusiastic engagement with them, which creates a positive learning environment. She successfully uses information gathered from her observations to plan a varied range of activities to support their development.
- Children form close relationships with the childminder. They enjoy having cuddles and demonstrate that they feel safe and secure in her care.
- The childminder has good understanding of inclusion. She finds out about children's backgrounds and effectively uses this information to plan activities around different festivals and celebrations. This helps to teach children about the wider world around them.
- The childminder works closely with the parents, providing good continuity of care. Parents speak highly of the childminder and the service she provides.
- Young children are developing good levels of independence. They confidently make choices about what they play with. The childminder gives them time and space as they begin to attend to their own self-care needs.

It is not yet outstanding because:

- The childminder does not consistently promote children's skills during creative activities. She does not always involve them in making decisions and encouraging them to help with the preparation.
- On a small number of occasions, the childminder does not always provide challenge or extension during children's play to ensure they make the best possible progress.

What the setting needs to do to improve further

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

- involve children more in decision making during activities to strengthen their skills and enhance opportunities to develop their critical thinking
- extend children's play experiences consistently to provide them with further challenge.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint observation with the childminder. She discussed children's learning and development, sampled their records and looked at the planning documentation.
- The inspector took account of the views of parents by reading a number of their comments on questionnaires and letters obtained by the childminder.

Inspector

Susan Sykes

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of the Early Years Foundation Stage. Safeguarding arrangements are effective. The childminder is knowledgeable about keeping children safe from harm and how to report a concern about a child in her care. She shares information with parents so they are aware of her role and responsibility in keeping children safe. The childminder minimises risks within the environment, helping to ensure children's safety. Observations and assessments of children's learning are effective and clearly show the development they make. The childminder monitors their progress and identifies appropriate next steps in their learning. The childminder is aware of the benefit of working in partnership with other providers, in order to support children as they move from one setting to the next. She evaluates the service she provides and identifies where her strengths are and where improvements are needed.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder works closely with the parents to assess their children's starting points. This enables the childminder to see where the children require support to progress in their learning and development. She tracks their progress and clearly identifies areas to work on with them. Tracking information shows the children are making good progress from when they first started in the care of the childminder. The childminder constantly praises children as, for example, as they press buttons to make sounds and flash coloured lights, which develops their confidence. The childminder provides good levels of conversation and reads a variety of books to children, helping them to benefit from an environment that promotes their communication and language skills.

Personal development, behaviour and welfare are good

The childminder establishes positive relationships with children and promotes their emotional well-being and individual needs effectively. The childminder provides a warm and welcoming environment. Children are happy and demonstrate a strong sense of belonging. The childminder works well with parents to help children settle, being flexible to meet their and their child's needs. She continually praises children's efforts and achievements. Consequently, they develop high levels of self-esteem. Children are learning about the importance of a healthy diet, as the childminder provides them with nutritious snacks and meals. She teaches them about healthy eating. Children learn early on about healthy lifestyles, for example, they independently get tissues to wipe their noses. The childminder quickly adapts routines to meet their needs, such as when they appear tired. Children behave well and understand what the childminder expects, even from a young age.

Outcomes for children are good

Children make good progress in relation to their starting points and are working securely within their expected stage of development for their age. They are developing the skills and knowledge needed for the next stage of their learning, for example, as they prepare to move on to school.

Setting details

Unique reference number	256990
Local authority	Peterborough
Inspection number	854915
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	2 February 2011
Telephone number	

The childminder was registered in 1986 and lives in Paston, Peterborough. She operates all year round from 8am to 6pm, Tuesday to Thursday inclusive, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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