

# Childminder Report

**Inspection date**

29 April 2016

Previous inspection date

8 July 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

- Children's personal, social and emotional development are given high priority by the childminder. She has age-appropriate expectations of the children's behaviour and is a positive role model, supporting children to be polite and friendly.
- The childminder develops children's understanding of their own community and the wider world through interesting outings and supporting activities.
- The childminder uses her good teaching skills to enhance children's learning and development. She knows the children in her care well and provides a variety of activities matched to their abilities and interests. They enjoy their time in a well resourced and interesting learning environment.
- Language development is a priority for the childminder. She works well to ensure all children are supported to develop skills in language and communication.
- Good partnerships with parents ensure they are well informed about and supported with their children's ongoing learning and well-being. The childminder values their views and opinions as part of her self-evaluation process.

### It is not yet outstanding because:

- While the childminder extends children's learning through effective questioning, she does not always provide enough time for children to think and respond.
- The childminder does not make the most of all opportunities to enhance children's developing creativity.

## What the setting needs to do to improve further

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

- give children more time to think and consider their answers to questions asked during their play
- provide children with more opportunities to be freely creative during art and craft activities.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed children at play and evaluated activities with the childminder.
- The inspector looked at children's observations and assessment records, evidence of the suitability of household members and a range of other documentation, including safeguarding procedures and risk assessments.
- The inspector took into account the views of parents through written feedback.
- The inspector talked with the childminder about how she evaluates and improves her service.

### Inspector

Julia Sudbury

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident about who she should report any concerns to and what she should do if an allegation was made against an adult. She places a high priority on children's safety, both at home and when on outings. She attends relevant safeguarding and paediatric first-aid training to update her knowledge. Records, including required policies and procedures, are well organised, maintained and implemented. The childminder makes use of online resources and professional publications to keep abreast of good practice. She evaluates her service, considering what she does well and what she would like to continue developing. There are robust systems in place to monitor the progress that children make in their learning. Parental feedback is very positive, commenting on how caring and dedicated the childminder is and the excellent progress their children make.

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

Children are cared for in a well-resourced environment and they engage in learning across all areas. The childminder supports their development well. She naturally joins in with children's play, talking with them, supporting their pronunciation and adding new words. Books are freely accessible and regularly read. The childminder makes good use of activities away from the home to support children's understanding of the world and the natural environment. Opportunities for early writing are provided, while maths is skilfully weaved through children's play. A strong cycle of observation, assessment and planning is used to monitor and support children's progress. Parents are actively involved in their children's learning. They provide details of what their children are already skilled at when they start with the childminder. She keeps them well informed about ongoing progress, supported by the sharing of accurate learning records and daily feedback.

### Personal development, behaviour and welfare are good

Children enjoy caring relationships with the childminder. Ongoing information from parents is gathered, enabling children's emotional needs to be well met. Children have good opportunities to be physically active, visiting parks and spending time at the childminder's allotment. They are encouraged to make healthy food choices. Children are well supported for the move to pre-school or school and their age-appropriate independence is developing well. Children's developing social skills and self-confidence are a priority for the childminder. She makes effective use of opportunities in the wider community to support children to become more confident around others.

### Outcomes for children are good

The experienced childminder has a secure understanding of how to support children's learning. She frequently praises them, raising their confidence and self-esteem. Children develop good skills that help them to be ready for school. They understand that print carries meaning and confidently describe the illustrations in books. They are motivated and interested learners and successfully share their ideas as they play. Children are working comfortably within the typical range of development for their age.

## Setting details

<b>Unique reference number</b>	256860
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	867059
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 13
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 July 2011
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Bretton, Peterborough. She operates from 7.45am to 5.30pm, Monday to Friday, all year round, except for family holidays and bank holidays.

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