

# Childminder Report

**Inspection date**

23 September 2016

Previous inspection date

9 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 is kind and caring. Children new to the setting quickly settle and form close bonds with her. The childminder is attentive to children's individual needs.
- The childminder uses a varied range of teaching methods to engage children and provide activities they are interested in. Children have good opportunities to make independent choices in their play. The childminder provides good support during activities to enhance learning.
- Close, friendly relationships have formed with all parents. There is a good exchange of information through a daily diary. This keeps parents well informed about children's care needs and activities they have enjoyed.
- The childminder is vigilant about children's safety. She takes steps to minimise any risks in the home and on outings. Older children understand how to leave the premises in an emergency and they adhere to the childminder's road safety rules on walks.

### It is not yet outstanding because:

- The childminder does not always make the best use of professional development opportunities to raise standards of teaching to the highest level and meet the changing needs of the children.
- The information the childminder gathers from parents at the start of a placement does not include enough detail about what children can do, in order to inform sharper initial assessments.

## What the setting needs to do to improve further

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

- make use of professional development opportunities that help to raise the standards of teaching to the highest level and reflect on the changing needs of the children in the setting
- gather more precise information about what children can do at the start of a placement to sharpen the assessment of children's progress further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 looked at relevant documentation, such as the childminder's policies and procedures and evidence of the suitability of adults living in the childminder's home.
- 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 has a secure understanding of the local safeguarding procedures and her responsibility to protect the welfare of children in her care. She regularly refreshes her knowledge through relevant child protection training. Adults living in the home have had their suitability checked. The childminder reflects on her practice so that she can develop and implement ideas for improvement. She meets regularly with other childminders to share good practice and welcomes advice from local authority advisers. The childminder gathers parent's feedback about her services. Parents feel that their children have made great progress since starting. Parents particularly appreciate the mobile phone texts of photographs they receive of their children playing.

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

The childminder supports children's development effectively. She observes and assesses children's level of achievement, consults with parents and plans effectively for their individual learning. Children are cared for in a well-resourced environment and engage in learning across all areas. Children who are learning English as an additional language are supported well. The childminder talks to children about what they are doing as they play. She supports their language development, introducing new words and repeating simple words for reinforcement. Young children are beginning to show an interest in books. They point to the pictures and tell the childminder what they can see. Children spend time away from the setting. They attend local children's groups, soft-play centres and visit parks. An overview of children's progress is regularly shared with parents and they are always aware of the next steps in their development.

### Personal development, behaviour and welfare are good

The childminder's home is well-organised to enable children to move freely and safely in the areas available to them. The childminder understands children's individual personalities. She gathers information from parents about children's care routines and follows them as closely as possible. Children happily approach the childminder and welcome cuddles when they need reassurance. The childminder teaches children appropriate social skills and they quickly learn daily routines. Young children are encouraged to share resources and take turns in activities. They are encouraged to try things for themselves, such as fixing pieces of train track back together when they come apart. Hygiene procedures are part of daily routines and children are introduced to these from an early age. Children spend time outdoors every day in the fresh air, either in the garden or on walks.

### Outcomes for children are good

Children are working comfortably within the typical range of development expected for their age. Children benefit from a variety of experiences both in the home and on outings. They meet people and learn to socialise. This helps to promote skills for their future learning and for starting pre-school and school.

## Setting details

<b>Unique reference number</b>	EY340311
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1037017
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 October 2012
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Peterborough, Cambridgeshire. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

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