

# Childminder Report

<b>Inspection date</b>	10 January 2017
Previous inspection date	18 January 2013

<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 are happy, confident and secure in this homely, caring and welcoming environment. They behave well and develop positive relationships with the childminder. They demonstrate they enjoy being with her, seeking her out for reassurance.
- Children make good progress from their starting points. The childminder uses information from her observations and assessments to help her monitor children's development and address any gaps in their learning quickly.
- The childminder uses her knowledge of individual children's needs and interests to plan a broad range of activities and experiences. Children are fully engaged in activities, are motivated to learn and make consistently good progress.
- The childminder has very good relationships with parents. Information about children's progress is shared effectively. Parents regularly contribute to their children's learning and the childminder uses this information well in her assessments.

### It is not yet outstanding because:

- On occasions, children are not provided with sufficient support to solve problems or practise skills to help raise their learning and development further. The childminder tends to complete some tasks before children have had time to do this for themselves.
- The childminder's programme of professional development is not yet highly focused to help raise the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- provide more opportunities for children to solve simple problems that arise in their play and to practise their growing skills for themselves
- build on the programme of professional development to help to raise the quality of teaching and learning to an outstanding level.

### 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 and 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 letters obtained by the childminder.

### Inspector

Susan Sykes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is secure in her understanding of her role and responsibilities in child protection. She knows the signs and symptoms that may concern her about a child's welfare and understands how to report these. She maintains a secure environment where children move around independently and safely. The childminder understands her role in working together with other professionals and settings that children also attend. She regularly shares information with them to help promote children's continuity of care and learning.

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

The childminder accurately assesses children's progress, including completing the progress check for children aged between two and three years. She uses this information well to identify gaps in their development and plans appropriate next steps for their future learning. She encourages parents to contribute to the ongoing assessment process by asking them to share information about the learning that takes place at home. This helps to support consistency in children's learning. The childminder demonstrates good use of teaching strategies, such as explanation and modelling to support children's learning. Younger children are learning to count and problem solve as they listen and answer questions, such as how many people are in the picture. The childminder places a high priority on communication. Children enjoy snuggling with the childminder to read books together, recognising their favourite characters and talking about what they are doing.

### Personal development, behaviour and welfare are good

Children form strong emotional bonds with the childminder. They behave well and play happily. She supports their confidence and well-being effectively. For example, she offers a lot of praise as children excitedly use modelling clay to make their own shapes and pictures. There is a good range of accessible toys and resources to meet the needs of the children. Children enjoy physical activities. They have regular opportunities to visit local parks and use the childminder's garden. Settling-in procedures are flexible to help children become familiar with the childminder and her setting. She obtains details about children's likes, dislikes and routines when they first join her and meets their care needs effectively.

### Outcomes for children are good

All children make good progress. The childminder has a good knowledge of how to plan learning activities that interest and motivate them. They confidently make choices in their play and follow their interests. Children concentrate for extended periods of time, for example, as they use modelling clay and tools to create their own sculptures. Children learn the skills to support their next stage in learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY449783
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1066057
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 January 2013
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Peterborough, Cambridgeshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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