

# Childminder Report

**Inspection date**

2 February 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**

- The childminder has addressed recommendations raised at her last inspection. Self-evaluation systems demonstrate her determination to improve. Parents are actively involved in their children's ongoing learning and well-being. The childminder regularly shares information with parents about children's development.
- Children enjoy their time in the care of the childminder. They take part in a good range of activities that is stimulating and tailored to their individual needs and stages of development. The childminder promotes their learning effectively and they are making good progress.
- The childminder joins in enthusiastically with children's play, extending their language and supporting pronunciation. She helps older children start to recognise letter sounds as they show an interest in the spelling of their names.
- Children naturally share and help each other during their games. They are learning to respect resources and are happy to help tidy away toys when they have finished playing with them. Children confidently make choices about what they play with and are developing age-appropriate self-care skills.

**It is not yet outstanding because:**

- While links are in place with other settings children attend, precise details of children's learning and development are not always shared consistently.
- The childminder has not fully considered all the ways she can enrich her professional development to extend and enhance her teaching skills even further.

## What the setting needs to do to improve further

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

- enhance the partnership working with other early years settings and help all children benefit from continuity and a highly collaborative approach to their learning and development
- enrich professional development and raise teaching and support for children's learning beyond the current good level.

### 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 reviewed the childminder's self-evaluation document and talked with her 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 recognises the signs and symptoms of possible abuse and is confident about how to record and report concerns regarding a child's welfare. She understands how to respond to a child protection allegation against an adult in her home. The childminder ensures children are as safe as possible in her care. The well-qualified childminder reflects on her practice. She seeks the views of parents and children and adapts her service to meet their needs. Parental feedback about the childminder is very positive, valuing the caring and welcoming environment she provides.

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

The childminder provides a good range of resources and activities that motivates and engages the children in her care. Opportunities for drawing and early writing are plentiful and freely accessible. Children build towers and engage in problem solving as they attempt to build bridges that toy cars can drive under. They talk about the shapes of the blocks they are using and measure the height of their towers, helping to develop an understanding of mathematics. Children's efforts are rewarded with plenty of praise from the childminder, which boosts their self-esteem effectively. Children regularly dress up and engage in imaginative play. Activities away from the childminder's home help support children's understanding of the world and their local community. A robust cycle of observation, assessment and planning is used to monitor and support children's progress.

### Personal development, behaviour and welfare are good

Children have strong relationships with the childminder. They are confident and curious about why the inspection is taking place. Ongoing information from parents is gathered, enabling children's emotional needs to be well met. Children show good manners as they sit and independently eat their lunches brought from home. The childminder encourages them to eat their sandwiches and fruit first before moving on to treats if they are still hungry. Children have good opportunities to be physically active and visit local parks and soft-play areas. They attend local groups and spend time in the company of other childminders and their children, developing confidence around others. Children are emotionally well prepared as they make the move on to pre-school or school.

### Outcomes for children are good

Children are motivated learners and spend long periods of time engaged in activities, returning regularly to them to strengthen their learning. As they paint, they explore what happens as they mix colours together, discovering that yellow and blue make green and green and red make brown. As they build towers, they colour match the blocks, further enhancing their understanding of colours. Children demonstrate resilience when their towers fall over, responding positively to the challenge of building them again. They draw detailed self-portraits, including features, such as ears, legs and knees. Children are making good progress and developing key skills needed for their future learning, including school.

## Setting details

<b>Unique reference number</b>	EY442500
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1065854
<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>	3 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<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 Hampton Vale, Cambridgeshire. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

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