

# Childminder Report

**Inspection date**

5 July 2017

Previous inspection date

15 April 2015

| <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 settled, safe, happy and confident in the childminder's home. They form strong emotional bonds with her.
- The childminder routinely observes children's achievements and monitors their development accurately. All children make good progress in their learning from their individual starting points.
- The childminder is a good role model and children behave well. She encourages them to use good manners and take turns as they play. They enjoy helping to tidy up toys when they have finished playing with them.
- Partnerships with parents and other professionals are strong. The childminder works closely with parents and other agencies to establish a consistent approach in children's care and education.
- Children's good health and well-being are promoted well. They learn about good hygiene practices, enjoy healthy snacks and participate in a variety of physical activities, both in the garden and in the local community.

### It is not yet outstanding because:

- Group-time activities are not always organised well enough by the childminder to make sure all of the children taking part are fully engaged and benefit from these experiences.

## What the setting needs to do to improve further

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

- review the organisation of group times so all children stay focused and engaged in their learning.

### 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 evaluation of an activity 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 through written feedback provided.

### Inspector

Susan Sykes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder can recognise the possible signs of abuse and knows who to contact should she have a concern about the welfare of a child. She undertakes regular checks of the environment and takes appropriate steps to ensure it remains safe for children. Policies and procedures underpin the smooth running of her setting and she updates these to reflect new requirements. Good self-evaluation enables the childminder to continually improve her practice. For example, changes to her provision help children to be more independent as they are able to access what they want to play with more easily.

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

The childminder observes children regularly and makes good use of evidence to assess their development and accurately plan future learning. She has a good understanding of how children develop and how to support their learning in both indoor and outdoor environments. Children develop good imaginations, for example, they use musical instruments to make different sounds as they sing familiar songs. Children's speaking skills are well supported. This is helped as the childminder actively listens to them as they excitedly recall favourite stories or recent events, such as a trip to the vets. Children begin to learn counting skills, for example, as they count the pieces of fruit they prepare for snack time.

### Personal development, behaviour and welfare are good

Children are happy and enjoy being in the setting. The childminder provides a warm and safe environment for children to grow and develop personally, socially and emotionally. Children have very secure bonds with her and she shows genuine care for their well-being. Children are encouraged to be independent. For example, they put on their own shoes before going outside. They show high levels of self-esteem as the childminder continuously praises them for their efforts. This helps them to persevere and develop new skills. The childminder supports children's understanding of other faiths and cultures through a variety of ways, including books, toys and planned activities. For example, children enjoy learning about festivals, such as Eid.

### Outcomes for children are good

Children make good progress from their starting points. They are motivated and persist with activities, for example, concentrating intently as they use a range of tools when playing with play dough. Children develop good communication and language skills. They learn to express themselves with confidence. Children develop key skills needed for their future learning.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY296403  |
| <b>Local authority</b>             | Peterborough  |
| <b>Inspection number</b>           | 1092143   |
| <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 - 6   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 6   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 15 April 2015   |
| <b>Telephone number</b>            |   |

The childminder registered in 2005. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 2. She provides funded early education for two-, three- and four-year-old children. The childminder works with another childminder.

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