

# 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 very happy and settled in the care of the childminder. They have formed close attachments with her. She helps to support their self-esteem and emotional well-being effectively.
- Children behave well. They quickly learn to share, take turns and consider the views, thoughts and ideas of others. The childminder praises children constantly for their achievements, helping to support their self-esteem and emotional well-being.
- Children make good progress. The childminder has high expectations for herself and for the children in her care.
- Partnerships with parents are good. The childminder gathers important information about children when they first start. She shares information with parents regularly and keeps them updated about their child's learning and development.
- The childminder reflects on her practice and continues to improve the quality of her provision. For example, she has recently changed how activities are planned to provide a wider range of learning opportunities.

### 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 the 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. She 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

Safeguarding is effective. The childminder has a good knowledge of how to identify when a child may be at risk and the procedures to follow if concerned. She updates her knowledge through attending training and conducting her own research. The childminder reviews her practice and reflects on how she can improve it to benefit the children in her care. For example, she has changed how activities are planned to help children benefit from more learning opportunities. The childminder maintains a set of robust policies and procedures which she shares with parents and fully implements in her working practices. The childminder monitors children's progress. Parents add to these records to share what their children can do at home, presenting a broader overview of their learning.

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

The childminder observes children and uses her observations to assess their level of development. Children develop their communication and language skills well. The childminder talks to children skilfully and uses relevant words to widen their vocabulary. For example, younger children learn new words, such as 'squelchy' and 'sticky', while playing with play dough. Her interactions with older children further support their language development. She uses gentle questioning to help them recall past events and make links between their experiences. For example, children are thoughtful as they talk about trips to the seaside they have been on. Simple activities help children with mathematical development as they talk about big and little and count dough balls when they use play dough.

### Personal development, behaviour and welfare are good

The childminder is a good role model. The childminder routinely praises children during their play and routines, helping to promote their self-esteem. There are good settling-in procedures in place. These help to ensure that children are supported well when they first start to attend her setting. She teaches children to be aware of danger. For example, she teaches children about road safety and how to cross a road. Children learn about the wider world through a range of interesting experiences, including visits to the library, local parks and shops. The childminder supports children's health and well-being effectively. Children have daily exercise and fresh air and are provided with healthy food choices.

### Outcomes for children are good

Children progress well from their starting points. Children learn to share and take turns. They are keen to help as they complete tasks, such as tidying up toys and respond well to praise. Their speaking and listening skills are developing well. These help to prepare them for the next stage in their learning, including their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY296505
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1092146
<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>	0 - 7
<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 2004. 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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