

# Childminder Report

## Inspection date

20 July 2017

Previous inspection date

5 October 2016

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires Improvement | 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 has successfully addressed matters raised at the last inspection. She now captures children's starting points and this helps her assess their progress from the beginning. In addition, the childminder has improved the use of her observations to plan for children's next steps in learning.
- The childminder has very good partnerships with parents. She keeps them well informed of children's activities and their developmental progress. Parents share information about children's learning at home. This helps the childminder to successfully build on children's skills and enhance their development through play.
- The childminder ensures children have plenty of experiences and learning opportunities outside of the home. Together they visit the local area to feed the ducks or watch friends at their school sports day for example. This helps children become confident in new situations and accustomed to socialising with others.
- Children benefit from a good level of teaching. The childminder takes every opportunity to enhance children's learning and is especially successful in inspiring children during unplanned moments. For example, young children are fascinated as the childminder tells them about the blackbird seen collecting worms on the lawn.

### It is not yet outstanding because:

- The childminder has yet to firmly target her professional development on the needs of children attending.
- There is capacity to strengthen self-evaluation further to drive improvements forward and strive for excellence.

## What the setting needs to do to improve further

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

- enhance professional development opportunities to focus more specifically on targeting children's developmental needs
- strengthen self-evaluation to set challenging goals targeted to raise the quality of the provision to an even higher level and improve outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistant and children during the inspection.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Jacqueline Baker

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a very good understanding of children protection matters and knows how to identify and report her concerns. She is well trained and able to talk proficiently about recent changes to legislation including her responsibilities to protect children from being exposed to extreme views. Safeguarding is effective. The childminder keeps her assistant up to date with her policies and procedures and this further protects children. For example, the assistant is especially mindful of ensuring the environment and resources are safe for babies to access. The childminder knows the importance of strong partnerships with other providers. She links effectively with local pre-schools and this contributes well to children's good progress.

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

Young children enjoy their time with the childminder and her assistant and happily take part in activities planned for them. For example, children take great delight in finding hidden toy animals. They become totally absorbed in their searches and puzzle out where the animals could be. The childminder extends young children's learning by talking about the creatures and pointing out characteristics, such as the rabbit's pink nose and long ears. Young children have plenty of opportunities to develop good literacy skills. They sit looking at books with the childminder and discuss the pictures they see. Children enjoy being outside and this is especially exciting during warm, summer rain showers. Children learn from first-hand experience about the natural world and the effect this has on their senses. Children happily splash in puddles or simply stand with umbrellas, listening to the sound the rain makes.

### Personal development, behaviour and welfare are good

The childminder and her assistant welcome children into the home, where they are nurtured and well cared for. Children arrive excitedly and show their sense of security as they greet everyone with big smiles and hugs. Children play well together and their behaviour is good. This is because the childminder offers gentle, timely reminders about being kind to one another and when needed, swiftly distracts young children towards positive activities. Children have plenty of fresh air and exercise during the day and enjoy suitably nutritious meals with their friends.

### Outcomes for children are good

Young children are learning to be independent according to their stage of development. They can put on their own shoes and when tired, ask to go for a sleep. Young children are familiar with routines and listen carefully to the childminder and her assistant. They are inquisitive, active learners who are developing the skills and attributes needed for their next stage in learning.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY444299  |
| <b>Local authority</b>             | Peterborough  |
| <b>Inspection number</b>           | 1107806   |
| <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 - 9   |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 13  |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 5 October 2016  |
| <b>Telephone number</b>            |   |

The childminder registered in 2010 and lives in Peterborough, Cambridgeshire. She works with an assistant every day. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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