

Childminder Report

Inspection date

28 July 2017

Previous inspection date

4 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 takes children to groups within the local community. They have opportunities to interact socially with different children and develop a greater level of self-confidence. This supports children's personal, social and emotional development.
- The childminder obtains information from parents about what children know and can do when they begin, in order to establish children's starting points. She uses this information to plan promptly for their next steps in learning.
- Partnerships with parents are effective. The childminder regularly exchanges information with parents about the good progress children are making.
- The childminder interacts with the children and differentiates her teaching to support the varying age groups in her care. For example, when the older children use sticky tape for art activities, the childminder encourages the younger children to explore the sensory properties of it.
- Children are valued and respected. The childminder supports children who speak English as an additional language very well. She uses simple key words in the children's home language to aid communication. Children develop a positive sense of belonging.

It is not yet outstanding because:

- At times, the childminder does not make the most of opportunities that arise to further develop children's thinking skills.
- Occasionally, the childminder over directs activities, which means children have fewer opportunities to be creative and use their imagination.

What the setting needs to do to improve further

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

- support children more consistently to help them develop deeper thinking skills
- provide more opportunities for children to be creative and to develop and use their imagination.

Inspection activities

- The inspector observed children's play and interactions, indoors and outside.
- The inspector completed a joint evaluation of teaching with the childminder and assessed the impact on children's learning.
- The inspector held discussions with the childminder. She examined relevant documents, including those related to checks on the suitability of other adults living in the household.
- The inspector spoke to children throughout the inspection and to parents.

Inspector

Marie Walker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder fully understands her role and responsibility to protect children from harm and knows the procedure to take should she have any concerns about a child. The childminder implements a range of written policies which effectively underpins her practice and is shared with parents. She carries out risk assessments to minimise any potential hazards. The childminder values the importance of working with other professionals to promote continuity and consistency in children's care and learning. She meets regularly with other childminders to reflect on and share good practice.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care very well. She has a good awareness of how children learn and develop. The childminder engages in imaginative play with the children. Children are confident communicators. The childminder talks to them as they play. She introduces new words and describes their actions. The childminder takes every opportunity to spontaneously support children's mathematical development. For example, she helps them to identify shapes in their environment when walking through the park. Children are encouraged to collect twigs and position them into various shapes, such as circles and triangles.

Personal development, behaviour and welfare are good

The childminder is a good role model. Children behave very well and are supported to share and take turns. The childminder is kind and caring towards the children. They have developed strong attachments with her and confidently approach her for cuddles when they feel the need for reassurance. Similarly, when the children are proud of their achievements they are eager to celebrate with her. The childminder provides many opportunities for children to be active. For example, children enjoy visits to the local park where they immerse themselves in the tall grass and explore the climbing equipment. This helps children to develop strong physical skills. The childminder talks about road safety during outings and encourages children to identify their own risks as they play.

Outcomes for children are good

Children develop a strong sense of community and develop a good understanding of the natural world. They are motivated to engage with activities and concentrate for prolonged periods of time. Children make good progress in their learning, particularly those who speak English as an additional language. Children are acquiring key skills and positive attitudes to support the next stage in their education, such as the move to school.

Setting details

Unique reference number	EY405756
Local authority	Peterborough
Inspection number	1094200
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	4 June 2015
Telephone number	

The childminder registered in 2010 and lives in Peterborough. She operates all year round from 8am to 5pm, Monday to Friday, except for family holidays.

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