

# Childminder Report

<b>Inspection date</b>	6 October 2017
Previous inspection date	9 January 2014

<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 develops strong emotional bonds with the children in her care. She shows a deep appreciation for children's different personalities and their learning styles. Children enjoy the time they spend with the childminder and she makes them laugh as they play together.
- Teaching is good. The childminder uses a range of teaching skills which makes learning interesting and fun for children. She provides activities she knows children are interested in, which helps to motivate and enthuse them for learning.
- The childminder consistently promotes children's independence and encourages a 'have a go' attitude. For example, children learn to sharpen their own pencils and fix the fastenings on the baby dolls' clothes. They skilfully operate a compact disc player.
- The childminder prioritises safety and supervises children closely. Her home is secure and daily checks of the environment help to ensure that risks to children are minimised.
- The childminder evaluates her provision well to help her ensure that the service she provides meets the needs of the children and their families. She speaks regularly with other childminders and gathers the views of parents and children to help her reflect on her practice.

### It is not yet outstanding because:

- The childminder does not consistently encourage parents to share information about what they know their children can already do when they first start.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents and support them to share what they know about their children's achievements when they first start at the setting.

### 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 held discussions with the childminder throughout the inspection about her practice and children's learning and development.
- The inspector spoke to children during the inspection.
- The inspector looked at relevant documentation and evidence of suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident about the action she would take if she had concerns about children's welfare. She keeps her knowledge of child protection updated through regular training. The childminder demonstrates a positive attitude to consistently developing her childcare skills and knowledge. She attends training, for example in regards to risk taking in the early years, which has a positive effect on children's experiences in her setting. A recent seminar conducted over the internet has inspired the childminder to think about different resources she may provide to further promote babies' personal, social and emotional development, such as family picture albums. Parents speak very highly of the childminder and the services she provides.

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

The childminder monitors children's progress effectively. This helps her to quickly identify any gaps in learning and address these through planned activities. Parents are very well informed of their children's progress and are supported to enhance and extend learning at home. Effective relationships are in place with other settings children attend. The childminder successfully promotes children's language development. She provides a good narrative to activities and asks suitable questions to promote their thinking skills, giving children plenty of time to respond. Children enjoy being creative. They make their own musical shakers and they shake them enthusiastically to the music. They learn to follow a rhythm, for example, they copy a pattern that the childminder demonstrates first.

### Personal development, behaviour and welfare are good

Children feel happy, settled and relaxed in the childminder's home. They are confident to access the toys and resources of their choice in the stimulating and cosy playroom. Children respond well to the childminder's calm and caring nature, and behaviour is good. The childminder is a positive role model and provides clear rules and boundaries so that children know what is expected of them. Children benefit from outings in the local community and attending social groups. This helps them to meet new people and learn about the wider world. The childminder promotes a healthy lifestyle. Children spend time in the fresh air every day. They engage in physical activity with the childminder, enjoying playing catch with a ball and a game of chase around the garden. Children successfully maintain and manage their own self-care through routine activities.

### Outcomes for children are good

All children make good progress from their starting points. Children are developing the key skills they need for school and future life. Children recognise initial letter sounds in words and those in their name. They write some letters spontaneously in their play, such as when using chalks on the patio. Children confidently count beyond ten. They skilfully group and count objects, and understand simple calculation.

## Setting details

<b>Unique reference number</b>	EY365232
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1087287
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 January 2014
<b>Telephone number</b>	

The childminder registered in 2007 and lives in Peterborough. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

