

Childminder Report

Inspection date

15 May 2018

Previous inspection date

9 July 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 supports children's emotional well-being effectively. She invites parents and children to come for settling-in sessions prior to starting. This helps her to get to know children and for children to become familiar with her.
- The childminder extends her professional development. She attends training courses that help her to extend children's mathematical skills.
- Children enjoy spending time with the childminder and invite her into their play. The childminder sings plenty of songs and rhymes with younger children, helping to extend their understanding of rhyme and rhythm.
- The childminder provides opportunities for children to learn about their own and others' cultures. For example, she has packaging from foods from around the world, available for children to use in their imaginative play.
- The childminder supports children who speak English as an additional language well. She gathers key words from parents to help her to develop children's communication and language skills. Children make good progress in their learning.

It is not yet outstanding because:

- The childminder does not share enough information with other pre-schools that children attend.
- The childminder has not explored ways to gain and reflect on the views of parents as part of her self-evaluation process.

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 other pre-schools children attend and share more information to promote consistency in children's learning and development
- review procedures for seeking, evaluating and acting on the views of parents to enhance self-evaluation and drive continual improvement.

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 completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the signs that may suggest a child is at significant risk of harm. She knows where to report concerns about children's welfare. The childminder has a good range of policies and procedures in place that she shares with parents. She promotes children's safety well. The childminder completes visual checks on her home and removes any identified hazards. She has secure measures in place to stop any unauthorised persons entering her home. The childminder talks to parents daily. She provides them with a written summary of their children's daily care routines and activities they have enjoyed. The childminder offers parents ideas and suggestions about how they can continue to support their children's learning at home.

Quality of teaching, learning and assessment is good

The childminder knows children well. She observes children as they play and monitors the progress they make. Children are at their expected levels of development for their age. The childminder identifies what children need to learn next. She encourages younger children to develop an interest in books. The childminder reads them a story and uses gestures and animated movements to help children to understand language used to represent sizes. For example, she asks children to stand up and 'pretend to be a giraffe'. The childminder uses plenty of tones in her voice to help engage children in the story. Children make good progress in their early literacy skills. The childminder introduces excitement into children's play. She gives them boxes and asks children to see what is inside. Children smile when they find toy animals. The childminder encourages children to make the different sounds for animals, helping them to develop their communication and language skills.

Personal development, behaviour and welfare are good

Children are confident in the childminder's care and select resources independently to promote their interests. They behave well. The childminder encourages children to share and take turns. She manages behaviour well and adapts her teaching methods, depending on the ages and abilities of the children. Outdoors, children enjoy extending their physical skills. They climb up steps, go down a slide and land on a soft mat at the end. The childminder stands close by to offer support or assistance if needed, while also allowing children to manage risks for themselves. The childminder offers children a healthy range of meals and snacks. Parents comment positively about the excellent selection of food that the childminder prepares and provides for their children.

Outcomes for children are good

All children, including funded children, make good progress from their starting points in learning. They are motivated to learn and to try new experiences. Children learn that things are sometimes present, even if they cannot be seen. They play hide and seek and excitedly wait in anticipation to find each other. Children explore through their senses. They get excited when they see bubbles floating in the air. Younger children extend their speaking skills and say 'bubbles'. Children learn key skills for future learning.

Setting details

Unique reference number	EY344349
Local authority	Peterborough
Inspection number	1129708
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	9 July 2015
Telephone number	

The childminder registered in 2006 and lives in Peterborough, Cambridgeshire. She operates all year round from 6.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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