

# Childminder Report

**Inspection date**

17 May 2018

Previous inspection date

20 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's well-being is effectively fostered. They build good friendships with their peers. The childminder establishes positive and nurturing relationships with children.
- The quality of teaching is good. The childminder provides a wide range of exciting, stimulating activities and experiences to further children's learning. In addition, the children benefit from visits to different groups throughout the week.
- Regular observations of children's play capture their achievements and the childminder uses this information to identify their next steps in learning. This contributes towards children making good progress.
- The childminder is a positive role model and sets clear, age-appropriate boundaries. She gently reminds children to use good manners, share and take turns. This helps children to develop their social skills and learn to behave well.
- Parents speak very highly of the childminder and her provision.

### It is not yet outstanding because:

- The childminder does not consistently gather sufficiently detailed information from parents about their children's abilities when they start or about their ongoing achievements at home.

## What the setting needs to do to improve further

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

- gain more useful information from parents about what their children already know and can do when they start and about their ongoing learning at home.

### 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 a number of 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 during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Susan Riley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of possible signs that indicate that children are at risk of harm. She knows how to take swift action to protect children's welfare in the event of a child protection concern. A good range of policies and procedures supports the childminder's practice and ensures that children are kept safe and protected from harm. The childminder shows a strong commitment to continuous improvement. Children's and parents' views form an integral part of the evaluation process. The childminder is committed to her own professional development. Successful partnerships with practitioners at other settings that children attend effectively support their continuity in learning.

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

The childminder has a good knowledge of the children's development. She spontaneously plans activities, enabling her to follow the children's leads and interests. The childminder uses good methods of teaching and careful questioning to help extend children's learning during child-initiated play. For example, children solve problems as they work out which jug will hold the most water. The childminder supports children to learn early mathematical skills and mathematical language. For example, in water play she asks questions, such as, 'How many spades of water will it take to fill the container?' She also uses words, such as 'tallest', 'widest' and 'biggest'. The childminder is a good role model for language and supports children well. She talks to children constantly, asks questions and speaks clearly. The childminder accurately monitors children's development and ensures that any gaps are identified early and appropriate interventions planned.

### Personal development, behaviour and welfare are good

The children share close bonds with the childminder who has a fun and affectionate nature. Children settle quickly and feel happy and secure in her home. The childminder often praises the children for their achievements and builds their confidence and self-esteem. The childminder talks to children about their families and enhances their sense of belonging and emotional well-being. She promotes healthy lifestyles. She actively encourages children to follow good hygiene practices and helps them to develop good self-care skills. Children have good opportunities to practise their physical skills and get plenty of fresh air. They enjoy a wide range of outings with the childminder. These help to support their understanding of the world around them and their social skills. Children explore their environment with confidence and access resources independently to develop and extend their play further.

### Outcomes for children are good

Children are independent. They manage their own personal needs and eagerly carry out age-appropriate responsibilities. For instance, they manage their own lunch boxes at lunchtime. This helps them gain the necessary skills needed to prepare them for their future learning at school. Children make good progress in all areas of their learning and development.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 505289  |
| <b>Local authority</b>             | Peterborough  |
| <b>Inspection number</b>           | 1091107   |
| <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 - 6   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 8   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 20 April 2015   |
| <b>Telephone number</b>            |   |

The childminder registered in 1995 and lives in Hampton Vale near Peterborough. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

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