

# Childminder Report

<b>Inspection date</b>	1 June 2018
Previous inspection date	1 July 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

- The childminder is skilled at developing strong partnerships with parents from the beginning. She finds innovative ways to help them become fully involved in children's learning at home and readily shares ideas to support children's general well-being.
- Children benefit from the childminder's good level of knowledge about how children learn. She uses her observations well to plan activities to match children's abilities and promote their learning effectively. As a result, children enjoy playing and investigating, and make good progress from their starting points.
- The childminder understands the importance of keeping herself up to date with current childcare practices. She undertakes training whenever possible and uses the internet effectively to research and develop her knowledge. This has been particularly successful in helping her to find ways to evaluate her practice and how this impacts on children's learning.
- The childminder ensures she is well informed of children's care needs and preferences before they start. She recognises children need time to settle in new environments and get used to new people and routines. This sensitive and supportive approach means children soon feel happy and secure in her care.

### It is not yet outstanding because:

- The childminder does not always fully support children who speak English as an additional language to use their home language and enhance their communication skills.

## What the setting needs to do to improve further

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

- enhance existing opportunities for children to use their home languages in their play.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder 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

Safeguarding is effective. The childminder is confident and knowledgeable about local procedures to report her concerns about children's well-being. She ensures her home is secure and children can play without fear of harm. The childminder has good partnerships with other providers in her local area and information sharing is embedded in practice. This is especially effective prior to children starting at pre-school and means there is a coordinated approach to meeting children's needs. The childminder embraces self-evaluation procedures and successfully identifies areas where she can improve. For example, children's learning experiences have been promoted effectively due to the recent improvements made to the garden.

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

The childminder provides a warm, homely environment where children feel confident to explore. They have a wide range of suitable toys available to them, which they happily choose for themselves. Children particularly enjoy playing the musical instruments. They select the correct beater to use for the xylophone and show great enthusiasm and concentration as they play. They watch carefully as the childminder demonstrates different instruments and are keen to try for themselves. Children develop their mathematical skills from an early age because the childminder uses appropriate vocabulary and strategies during children's play. For instance, the childminder counts out loud as children stack wooden discs.

### Personal development, behaviour and welfare are good

Children quickly develop strong bonds with the childminder and happily snuggle up to her while they fall asleep. They show a good sense of caring towards one another and play well together. The childminder enhances children's experiences by taking them out to local parks, shops and activities. She has good procedures in place to assess risks and children learn to keep themselves safe at these times. For example, children learn how to stay close to the childminder and hold onto the buggy when out walking. Children enjoy plenty of fresh air and exercise. Healthy eating is promoted at all times and children learn simple tasks, such as cutting bananas, ready for their snack.

### Outcomes for children are good

Children are settled and enjoy the company of the childminder. They are developing their independence appropriate for their age and stage of development. Children are keen to explore and make discoveries for themselves. They are well supported to develop the skills needed for school.

## Setting details

<b>Unique reference number</b>	404216
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1128215
<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>	1 - 10
<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>	1 July 2015
<b>Telephone number</b>	

The childminder registered in 2001 and lives in Peterborough, Cambridgeshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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