

# Childminder report

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 23 November 2018  |
| Previous inspection date | 18 September 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 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 works well with parents and supports them in building on their children's learning. For example, she talks with them about the activities children have enjoyed and children take home books to share with their parents.
- The childminder assesses children well and uses this information to plan their next developmental steps. Children are eager to participate in activities and they make good progress in their learning.
- The childminder makes good use of any new knowledge gained from training or meeting with other professionals. Her increased understanding of how children prefer to learn enables her to offer them activities and resources that are tailored to meet their needs.
- Children mirror the childminder's calm, nurturing attitude. They are kind and gentle towards one another and understand how to share and take turns.
- The childminder carefully checks children's progress and quickly addresses any potential gaps in their learning. She now offers children further opportunities, such as using cameras and choosing music from an electronic program, that support them in understanding and using technology.
- The childminder does not consistently support children in developing the skills that aid them in thinking critically and solving problems as they arise during their play and discussions.
- The childminder does not consistently make the best use of opportunities that help children understand the benefits of healthy eating and good hygiene.

## What the setting needs to do to improve further

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

- help children to solve the problems they encounter during their play and discussions
- extend the support for children in understanding the effects of healthy eating and good hygiene practices.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector talked with children and the childminder at appropriate times throughout the inspection. She reviewed an activity with the childminder.
- The inspector looked at evidence of the suitability of household members. She discussed the childminder's self-evaluation information and viewed a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

**Inspector**  
Kelly Eyre

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder attends relevant meetings and completes training to keep her knowledge of this area up to date. She is fully aware of the risks posed to children by extreme views and practices. She demonstrates a clear understanding of the process for reporting any concerns about children's welfare. The childminder continuously reviews her work and makes pertinent improvements. She works well with other childcare settings that children attend. For example, she shares assessment and planning information with the local pre-school, which helps to ensure that children receive consistent care and their development is not interrupted as they move between settings.

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

The childminder offers children opportunities that aid their development. For example, older children point as they count the number of items illustrated on cards. Younger children stack rings and the childminder helps them to name the colours. Children thoroughly enjoy playing games, such as ones where they use letters to make up simple words to name illustrations on cards. These activities support the development of their early reading skills. The childminder makes good use of children's interests as a way of building on their learning. Children interested in farms read associated books, sing songs, play with toy farm animals and visit a nearby farm. The childminder adapts activities so that children of all ages can participate. For example, younger children learn to use shaped cutters and rolling pins when playing with dough. Older children use buttons and other objects to decorate the dough shapes as they make them. The childminder makes good use of local facilities to aid her in offering children a variety of activities. For instance, children visit the local library and nearby woods.

### Personal development, behaviour and welfare are good

The childminder frequently exchanges information with parents and maintains a thorough understanding of children's interests and needs. Children settle well and thoroughly enjoy the childminder's company. They readily include her in their play. Children participate in many activities that aid their physical development and help them understand safety. For example, older children gently and safely push the swing for younger ones. The childminder sensitively builds children's confidence and encourages their positive attitudes to learning. She is vigilant and praises and encourages their efforts and achievements.

### Outcomes for children are good

All children make good progress and develop the skills that support their learning and prepare them for school. They learn to organise their play, listen and follow instructions. For example, children choose to play with dolls and competently set out the associated resources. They find a paddle sign for 'stop' and 'go' and eagerly organise a game where they read and follow the direction on the sign.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY100941  |
| <b>Local authority</b>             | Peterborough  |
| <b>Inspection number</b>           | 10071803  |
| <b>Type of provision</b>           | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 1 - 12  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 20  |
| <b>Date of previous inspection</b> | 18 September 2015   |

The childminder registered in 2001 and lives in Orton Wistow. She operates all year round, from 8am to 5.30pm from 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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