

Childminder report

Inspection date	5 December 2018
Previous inspection date	19 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 makes good use of any new knowledge gained from training or from sharing information with other professionals. She now offers children further opportunities, such as learning to use different tools and equipment, that aid them in developing their physical skills.
- Improvements to activities and resources support children in recognising and respecting differences. For example, children talk about different family compositions and the festivals they celebrate at home.
- The childminder builds professional relationships with parents. They report that they appreciate the safe, nurturing environment and particularly note that the childminder makes good use of the garden to offer children additional play opportunities.
- Children enjoy being with the childminder and have fun as they learn. She offers them a wide selection of activities and resources that interest and motivate them. Children are enthusiastic and develop their skills and knowledge as they play.
- The childminder frequently checks children's progress and quickly addresses any potential gaps in their learning. She now offers children additional opportunities, such as group games, that support them in developing their social skills.
- The childminder does not consistently gather and use updates from parents about their children's development at home to fully inform the activity planning.
- The childminder sometimes does things for children that they could do themselves and so does not always promote their independence.

What the setting needs to do to improve further

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

- extend the methods for parents to provide information about their child's learning and development at home and make further use of this to inform the planning
- enhance the opportunities that support children in developing their independence.

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 talked with children, the childminder and their co-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 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 childminder and her co-childminder work together to ensure that their approach to all areas, such as managing children's behaviour, is appropriate and consistent. They evaluate their practice well and make improvements. Recent changes include the reorganisation of the playroom so that children have space to set out their resources and focus on their play. The childminder has appropriate procedures to work with other childcare settings. For example, she shares assessment information with them so that they can work together to promote children's development. Arrangements for safeguarding are effective. The childminder regularly refreshes her training in this area. She is fully aware of the issues that may compromise children's welfare, such as risks posed by extreme views and practices. She understands the process for reporting any concerns.

Quality of teaching, learning and assessment is good

Children enjoy many opportunities that support them in making marks and developing their creativity. For example, they draw and write in sand and draw around themselves, decorating this picture with shells and fir cones. The childminder notes how children like to play and uses this as a way of building on their learning. For example, after noting that children like putting objects in and out of containers she provides further associated opportunities. Children concentrate as they collect items and put them in bags. They transport these around the room and use them in a role-play shop, where they use their mathematical skills to count the items. They extend their language as they pretend to use the loudspeaker address system. Children enjoy helping to plant, tend and harvest vegetables. They gain an understanding of nature as they talk about what the seeds need to germinate and grow.

Personal development, behaviour and welfare are good

The childminder works closely with parents so that she builds a good initial understanding of children's interests, needs and routines. She uses this information to ensure that their needs are consistently met. Children quickly settle and build secure bonds with the childminder and her co-childminder. Children learn how to manage their behaviour. The childminder talks with them about their feelings and they consider how they make one another feel. Children enjoy activities, such as outdoor games and action rhymes, that aid their physical development. Children enjoy looking at photographs and their assessment records, eagerly remembering the different activities and noting how they have progressed. This aids them in understanding their own learning and helps build their positive attitudes in readiness for school.

Outcomes for children are good

All children make good progress and develop the skills that support their learning and prepare them for school. Children learn to work together and share their ideas. For example, they sprinkle shiny confetti and pretend this is snow. They talk together about the different animals that the snow is falling on and make a shelter for them using an upturned bowl.

Setting details

Unique reference number	EY469298
Local authority	Peterborough
Inspection number	10068991
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	19 May 2014

The childminder registered in 2013 and lives in Peterborough. She works with a co-childminder. She operates during term time from 8am to 5.30pm, 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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