

# Childminder report

<b>Inspection date</b>	5 December 2018
Previous inspection date	19 May 2014

<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 maintains professional partnerships with parents. Parents report that they appreciate the safe, well-organised environment and the wide variety of activities the childminder offers children.
- The childminder takes time to understand each child and uses this good understanding to plan activities that interest and excite them. Children make good progress. They participate enthusiastically and enjoy their play and interactions with the childminder and their peers.
- The childminder develops his practice by completing training and meeting regularly with other professionals to exchange ideas for good practice. For example, he now offers children additional activities that support their mathematical and reading skills.
- Children gain a good awareness of differences. The childminder has added further resources to support this area. For example, children look at books that give information about other cultures and ways of life.
- The childminder works in partnership with his co-childminder to review children's progress and they take swift action to address any weaker areas. He now offers them additional opportunities that aid them in developing their social skills.
- The childminder does not consistently extend the ongoing opportunities to support children in fully developing their skills in thinking critically and solving problems as they arise during play and discussions.
- The childminder does not consistently support children to understand how good daily hygiene practices and exercise help to keep their bodies healthy.

## What the setting needs to do to improve further

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

- enhance the opportunities for children to develop their skills in thinking and solving problems as they arise during their daily play and discussions
- build on the ongoing opportunities that support children in understanding the relevance of good hygiene practices and how exercise affects their bodies.

### 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

Arrangements for safeguarding are effective. The childminder reviews this area with his co-childminder and regularly completes training to refresh his knowledge. He maintains a good awareness of the issues that may affect children's welfare and fully understands how to report any concerns. He is clear about his responsibility to inform Ofsted of any significant events, further promoting children's welfare and safety. The childminder continuously evaluates his practice. He discusses all areas of work, such as behaviour management, with his co-childminder and they ensure that their approach is consistent. He has appropriate procedures to aid him in working with other childcare settings and ensuring that children's care is consistent and their development promoted.

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

The childminder interacts well with children and they have fun as they learn. For example, they develop their communication skills as they play a memory card game, eagerly naming the illustrations. Children enjoy inventing games, such as ones where they throw counters onto numbers and state the number. The childminder uses this as a way of supporting their learning. He also makes good use of their interests as a further way to build on their skills. For instance, children enjoy matching their favourite pom-poms with colours on a mat and then count these. The childminder supports children in developing their speech. Children enjoy reading and the childminder encourages them to name the characters in books as they sit together to read these. They enjoy talking about their play and the childminder supports children in taking turns in discussions and listening to one another.

### Personal development, behaviour and welfare are good

The childminder obtains clear initial information from parents so that he understands children's needs and routines and helps them to feel settled and comfortable. He shares some assessment details with parents so that they understand what children have been doing and can start to build on this at home. His good knowledge of each child supports him in understanding their behaviour. He encourages children to think how they affect others and to learn to manage their behaviour. The childminder offers children opportunities that support their physical development. For example, they develop their balance and coordination as they jump from one log to another in the garden. The childminder makes sure he notices children's efforts and achievements and offers them praise and encouragement. This helps build their self-esteem and confidence and reinforces their positive attitudes to play and learning.

### Outcomes for children are good

All children are making good progress and developing the skills that underpin their learning and prepare them for school. Children participate in activities that are led by the childminder and also competently organise their own play. For example, children confidently choose toys, such as dolls and associated resources. They develop their creativity and communication skills as they make up a scenario, discuss this and act it out with the dolls.

## Setting details

<b>Unique reference number</b>	EY469297
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10068990
<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>	2 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	19 May 2014

The childminder registered in 2013 and lives in Peterborough. He works with a co-childminder. He 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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