

Childminder report

Inspection date	12 December 2018
Previous inspection date	27 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The childminder does not maintain a consistent record of children's attendance to help to ensure their safety.
- At times, the childminder does not make best use of questioning techniques to encourage children to think about and express their ideas.
- In her enthusiasm, the childminder occasionally does things for the children that they are more than capable of doing for themselves.

It has the following strengths

- The childminder uses effective systems to track and monitor children's achievements. These help her to identify and address promptly any gaps in their development. Children make good progress in their learning and are well prepared for school.
- The childminder is a calm and patient role model who offers children warm praise and support. She teaches children good manners and encourages them to share the toys and care for each other. Children behave very well.
- Children benefit from a wide range of outings. They have day trips to the seaside, visit local museums and learn about wildlife during 'forest adventures'.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
keep a consistent daily record of the names of children being cared for on the premises and their hours of attendance.	28/12/2018

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

- enhance the use of questioning techniques that encourage children to think about and express their ideas
- extend children's capabilities, making best use of opportunities to enable them to do things for themselves.

Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector looked at areas of the home used by children and the resources available to them.
- The inspector had discussions with the childminder about management processes. She checked relevant documents, including children's records and evidence of the suitability of household members.
- The inspector spoke with children and the childminder in the course of the inspection. She evaluated an activity with the childminder.
- The inspector took account of the views of parents through written feedback.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of leadership and management requires improvement

The childminder does not keep an accurate account of when she is caring for children, as required. There are gaps in her attendance record and it is unclear which days children were present or when they arrived and left her setting. This means it is difficult to monitor and assess any possible risks to them. However, the childminder does have a suitable understanding of the possible signs of abuse or neglect. She understands the procedures to follow if she believes a child is subject to abuse or vulnerable to extreme ideas. Safeguarding is effective. The childminder is proactive in evaluating most areas of her practice. She identifies and undertakes training that promotes her understanding of good teaching. For example, she has undertaken a workshop on planning for groups of children, which has helped her to adapt activities to meet children's differing learning needs.

Quality of teaching, learning and assessment is good

The childminder provides children with warm and positive support. She encourages their language development well through singing, rhymes and stories. She engages them in conversations about their activities. For example, they discuss the colours of the snowmen figures. Children develop their physical control as they thread buttons and reels onto string. The childminder promotes children's interest in numbers and shapes in practical ways. For example, they count objects and look for shapes during their nature walks. Children play with technological toys, such as toy phones and electronic games. The childminder effectively shares information with parents. She finds out what children enjoy doing at home to help her to plan for the next steps in their learning.

Personal development, behaviour and welfare require improvement

The childminder gets to know the children well. She offers parents flexible settling-in procedures to help children to gain confidence in her care. When children are learning English as an additional language, she collects key words from parents in their home language. She provides resources that reflect the home language, such as books or music. The childminder helps children to learn about other faiths and cultures as, for example, they mark festivals and special events. Children visit local groups, which helps them to interact with others, share and take turns. The childminder supports children's understanding of healthy lifestyles. She talks to them about the importance of good hygiene and facilitates daily active exercise. Children learn to keep themselves safe. For example, the childminder teaches them road safety on the walks to and from school. However, children's welfare is not fully assured due to inaccurate recording of their attendance.

Outcomes for children are good

Children develop the key skills they need for school. They have an enthusiasm for learning and readily join in with planned activities. The plentiful resources have been well organised to enable children to choose their own activities. Older children demonstrate practical skills, such as changing their shoes and washing their hands. They tackle new challenges with confidence. For example, they learn to snip with scissors.

Setting details

Unique reference number	EY341858
Local authority	Peterborough
Inspection number	10059972
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 October 2014

The childminder registered in 2006 and lives in Bretton, Peterborough. She operates from 8am to 6pm each weekday, all year round with the exception of bank holidays and family holidays. The childminder provides funded early education places for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3.

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