

# Childminder report

<b>Inspection date</b>	14 January 2019
Previous inspection date	10 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 in partnership with parents. She regularly shares information about their child's progress and how they can support their child's ongoing learning at home. Parents are positive about the childminder and her assistant. They state that they believe their children are happy in their care.
- The experienced and qualified childminder is passionate about her role to provide children with good-quality care and learning experiences in a safe and homely environment.
- The childminder is committed to continuing to develop her knowledge and skills and support her assistant's professional development. They regularly review the progress children make and undertake online research and training to support children's specific needs.
- Children establish very strong bonds with the childminder and her assistant. They demonstrate that they feel safe and secure in their care. Children confidently seek cuddles should they need reassurance.
- Children make good progress in their learning and development. The childminder regularly assesses their progress and identifies their next steps in learning. She plans interesting learning experiences that offer appropriate challenge and engage children well.
- The childminder and her assistant provide a relaxed and welcoming environment where each child is truly valued. They proudly display children's drawings and craft creations. Children receive lots of praise and encouragement. This helps them to develop good levels of self-esteem.
- The childminder has not fully established effective partnership working with other providers that children additionally attend, in order to promote a regular two-way flow of information and provide children with consistency in their care and learning.

## What the setting needs to do to improve further

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

- enhance partnership working with other providers that children also attend to provide an effective two-way flow of information and promote consistency in children's care and learning.

### 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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant regularly attend training to ensure their knowledge about safeguarding issues and procedures are up to date. They confidently fulfil their role to protect children from harm. They know what to do should they have a concern about a child's welfare. The childminder reviews activities and children's progress with her assistant frequently. She gathers the views of parents to help her to identify her strengths and areas to improve. The childminder reviews her assistant's practice and supports his continued professional development well.

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

The childminder and her assistant know the children well. They ensure the activities they plan reflect children's emerging interests and individual stage of development. The childminder talks to children as they play. She asks questions that help children think and work out solutions for themselves. The childminder introduces descriptive and positional language to help children complete jigsaw puzzles for themselves. Children enjoy cuddles as the childminder's assistant reads stories to them. He asks children questions that help them to develop their understanding, build their vocabularies and make links with their own experiences. Children listen and show good concentration when they sing songs and recall phrases to familiar rhymes. This helps children to develop good skills to support their interest in reading for themselves.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy themselves and settle quickly. The childminder gathers a good range of meaningful information about what children know and can do when they start. This helps her to plan effectively to support their emotional well-being. Children learn about the local community, for instance when they attend story time at the library. They enjoy walks in the nearby woods and have good opportunities for more physical play at local parks. The childminder helps children to learn about each other's differences and similarities. She promotes equality throughout her practice. Children learn about a range of festivals and cultures that are different to their own. Children receive clear and consistent reminders to help them to behave well and understand their feelings.

### Outcomes for children are good

Children make good progress given their starting points and capabilities. They are working at typical age-related expectations. Children are confident to talk and share their ideas. They are active learners who eagerly join in with activities. Children learn to share and take turns in play. They enjoy singing songs and rhymes and thoroughly enjoy sharing books. Children are keen to do things for themselves. They develop good hygiene and self-care routines. Children gain key skills to support the next stage in their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	256960
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10071802
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	10 September 2015

The childminder registered in 1989 and lives in Peterborough. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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