

Childminder report

Inspection date	4 February 2019
Previous inspection date	22 July 2016

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 works well in partnership with parents and other providers that children additionally attend. She ensures there is an effective two-way flow of information. Children benefit from the consistency in their care and learning. This contributes to the good progress they make.
- The childminder has a good understanding of how children learn and develop. She provides a good range of learning experiences that reflect children's emerging interests and individual stage of development. Children make good progress.
- The childminder is highly experienced. She is committed to her continued professional development. She attends training regularly and uses online courses and research to enhance her knowledge and skills.
- The childminder is well organised. She provides parents with a good range of documentation that underpins her practice to promote children's health, safety and welfare.
- Children establish strong bonds with the childminder from the start. They are confident to seek cuddles should they need reassurance, demonstrating that they feel safe and secure in the childminder's care.
- Children receive lots of praise for their efforts and achievements. This helps them to develop good levels of self-esteem, and motivates them to join in with activities.
- The childminder is a good role model for children. She provides a homely environment where each child is valued. Children learn to share and take turns. They show respect for each other and the childminder.
- The childminder does not provide enough opportunities for children to learn about people and communities beyond their own experiences.

What the setting needs to do to improve further

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

- broaden opportunities for children to understand the differences between themselves and other people and communities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 childminder is reflective in her practice. She gathers the views of parents to help her identify her strengths and areas to develop. She reviews the progress children make regularly to help evaluate her practice and identify any gaps in their progress. The childminder reflects on knowledge gained from training and online research to help her implement improvements. For instance, she has recently adapted planning to enhance children's engagement and has seen improvements in the progress they make. Parents are very positive about the childminder. They state that she is kind and caring. They share that they feel well informed about their child's progress. The arrangements for safeguarding are effective. The childminder confidently fulfils her role to protect children from harm. She knows what to do should she have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder knows children well. She observes children as they play. She accurately assesses their progress and identifies appropriate next steps in learning. The childminder shares with parents ideas of how they may support children's ongoing learning. Children borrow resources and books they have enjoyed to share with their parents. The childminder values parents' contributions of what they see their children achieve at home. Older children concentrate intently as they push play dough through different cutters. They accurately identify one more than and one less than, building their number skills to calculate simple sums. They are gaining confidence to count on from numbers other than one. For instance, they count on from their age to identify how old they will be in three years' time. Babies explore the texture of the play dough as they fill and empty containers. The childminder talks to children as they play. She repeats sounds and first words to babies. She introduces new words to older children to help develop their growing vocabulary.

Personal development, behaviour and welfare are good

Children arrive confidently and settle quickly. The childminder is kind and provides a welcoming, homely environment. Children freely choose what they wish to play with. The childminder promotes healthy lifestyles well. Children enjoy healthy food at meal and snack times and have daily opportunities to play outside. They visit local parks and play centres with the childminder, where they enjoy vigorous activities. The childminder helps children to develop independence in their self-care and hygiene routines. Children help to tidy up and pick up play dough that has fallen to the floor. The childminder is attentive to babies' needs. She helps older children understand potential risks to babies, such as the choking hazards of small toys.

Outcomes for children are good

Children make good progress given their starting points and capabilities. They gain key skills and attitudes to support the next stage in learning and eventual move to school. Children are confident to express their needs and engage in meaningful conversation. Older children count accurately to 20 and confidently compare the size of lengths of play dough. They recognise some sounds that letters represent and show interest in writing their names. Babies have space and time to develop good physical skills.

Setting details

Unique reference number	257010
Local authority	Peterborough
Inspection number	10072720
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 14
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 July 2016

The childminder registered in 1994 and lives in Peterborough. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education to two-, three- and four-year-old children.

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