

# Childminder report

<b>Inspection date</b>	8 March 2019
Previous inspection date	27 April 2016

<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 with parents about their child's learning and how they may support their child's ongoing progress at home.
- The experienced childminder is well organised. She provides parents with a good range of documentation that underpins her practice to promote children's good health, safety and welfare.
- Children develop strong bonds with the childminder. They demonstrate that they feel safe and secure in her care. For instance, they confidently cuddle the childminder when they share books.
- The childminder knows children well. She plans a good range of activities that reflect children's individual stage of development and their emerging interests. Children make good progress.
- The childminder gives children lots of praise and encouragement. This encourages children to try new things and helps them to develop good levels of self-esteem.
- The childminder does not provide enough opportunities for children to learn about people and communities beyond their own experiences.
- The childminder does not seek highly focused professional development opportunities to help achieve high-quality teaching practice and improve outcomes for children.

## 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
- seek a wide range of professional development opportunities to broaden knowledge and skills and enhance teaching practice to a higher level.

### 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 arrangements for safeguarding are effective. The childminder attends regular training about child protection and wider safeguarding issues. She confidently fulfils her role to protect children from harm. She knows what to do should she have any concerns about a child's welfare. The childminder reviews children's progress regularly. She reflects on her practice and gathers the views of parents to help her to identify areas to improve. Parents are positive about the childminder. They state that their children are well cared for and that they believe they make good progress in their learning and development.

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

The childminder observes children as they play. She accurately assesses their progress and identifies their next steps in learning. The childminder sensitively joins in with children's play. She introduces new words, names toys and describes children's actions. This helps children to make good progress in their communication and language development. Children who speak English as an additional language benefit from the childminder's calm approach. They repeat words that the childminder says and develop confidence to use English as their understanding increases. Children sort wooden bricks by colour and giggle when towers that they build topple over. They enjoy imaginative play as they pretend to buy food items such as ice cream and banana.

### Personal development, behaviour and welfare are good

Children are relaxed and happy. They benefit from the calm and positive environment that the childminder provides. Children are kind towards each other. They learn to share and take turns as they play. The childminder provides a wide range of toys and resources from which children self-select. Children enjoy daily walks in the local community with the childminder. They regularly visit the local park where children learn how to use large play equipment safely. The childminder teaches children about road safety. She gives children gentle reminders to help them understand how to behave well and to show kindness and respect towards each other.

### Outcomes for children are good

Children make good progress given their starting points and capabilities. They are confident and curious explorers. Children are keen to do things for themselves. They wash their hands before eating snack and learn to put on their coats and shoes. Children enjoy looking at books and listening to stories. They have good opportunities to make marks and show interest in writing. Children count accurately to five and use numbers as they play. Children acquire the key skills to support the next stage in their education and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	257124
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10072722
<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>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	27 April 2016

The childminder registered in 1989 and lives in Peterborough. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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