

Childminder report

Inspection date	26 March 2019
Previous inspection date	12 July 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 establishes an effective two-way flow of information that provides children with consistency in their care and learning. This contributes to the good progress children make.
- The childminder observes children as they play and knows them well. She plans appropriate and challenging activities that promote their good progress in learning and help them gain key skills to support the eventual move to school.
- The childminder gathers a detailed range of information from parents when children first start. She uses this information effectively to help children settle quickly. Children build strong attachments with the childminder and demonstrate that they feel safe and secure in her care.
- Children listen to the childminder and behave well. She praises their efforts and achievements. This helps children to develop good levels of self-esteem.
- Sometimes, the childminder overlooks opportunities to promote children's understanding and interest in shape and measure.
- The childminder does not seek highly focused professional development opportunities in order 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 explore and understand shape and measure
- 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 childminder is committed to providing children with good-quality care and learning experiences in a safe and homely environment. She regularly reflects on her practice and the progress children make. She gathers the views of parents to help her identify her strengths and areas to improve. Parents are positive about the childminder. They believe that their children are happy and safe in her care. The childminder regularly shares information with other provisions that children also attend. This helps to provide children with consistency in their care and learning. The arrangements for safeguarding are effective. The childminder knows how to identify possible signs of abuse. She has a good knowledge of wider safeguarding issues. 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 regularly assesses children's progress in learning. She reflects children's emerging interests in planning. The childminder talks to children as they play. She introduces new words to support children's understanding and to help them build their vocabularies. Children enjoy the aroma of the marzipan-scented play dough that they fashion into slices of bread. They use the toy toaster to create meals for the childminder. Children use number in their play. For instance, they confidently count five princess characters that they position carefully in the toy palace. The childminder repeats words and noises to younger children who babble excitedly as they touch and squeeze the play dough. Children learn how to safely use the microwave to warm their snack.

Personal development, behaviour and welfare are good

Children freely choose their activities from a wide range of resources. They enjoy regular outings with the childminder into the community. The childminder teaches children about road safety and how to safely use large play equipment at the local parks. Children learn about faiths and beliefs that are different to their own. They show respect for the childminder and for each other. The childminder provides children with healthy snacks and explains the benefits of eating healthy foods for their growing bodies. The childminder encourages children to do things for themselves. They confidently put on dressing-up clothes and help to prepare their snack.

Outcomes for children are good

All children make good progress given their starting points and capabilities. They are active learners who confidently explore the environment. Children learn to take turns and share as they play. They develop good physical skills. Children mould and sculpt play dough. This helps them to develop small-muscle control to support their early writing skills. Younger children have plenty of space to crawl, stand and walk. Older children identify letters in their names and begin to form letters in the marks they make. Children gain good skills to support the next stage in their learning.

Setting details

Unique reference number	EY386278
Local authority	Peterborough
Inspection number	10074195
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 July 2016

The childminder registered in 2008. She operates all year round from 7am to 6pm, 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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