

# Childminder report

<b>Inspection date</b>	12 April 2019
Previous inspection date	8 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 well-qualified childminder is committed to providing children with good-quality care and learning experiences in a safe and homely environment. She provides parents with a detailed range of documentation that underpins her practice to promote children's good health, safety and welfare.
- The childminder observes children as they play and identifies their next steps in learning. She plans a good range of stimulating and enjoyable activities that reflect children's individual stage of development and their emerging interests. Children listen to the childminder and show good levels of concentration. They make good progress.
- Children establish strong bonds with the childminder and her assistant. They demonstrate that they feel safe and secure in their care. Children are relaxed and enjoy cuddles as they share books with the childminder and listen to stories.
- The childminder and her assistant act as good role models for children. They are calm and attentive to children's needs. They give clear and consistent reminders that help children to behave well. Children show respect towards each other, the childminder and her assistant.
- The childminder provides parents with information about their children's day and the progress they make. However, she does not consistently encourage parents to share information about children's learning at home.
- The childminder does not seek highly focused professional development opportunities for herself and her assistant 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:

- support parents to share information about their children's achievements at home, to strengthen further the accuracy of assessment of children's progress in learning
- 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 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 her assistant and 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 and her assistant work hard to provide children with a safe and fun-filled environment. They reflect on their practice and gather the views of parents to help them to identify their strengths and areas to improve. The childminder reviews the progress that children make to help her to identify any gaps and implement appropriate support where needed. Parents are positive about the childminder and her assistant. They state that their children thoroughly enjoy attending and that they make good progress, benefiting from 'the stability and routine' the childminder provides. Safeguarding is effective. The childminder and her assistant attend regular child protection training and have a good knowledge of wider safeguarding issues. They confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare.

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

The childminder and her assistant know the children well. They ensure that they provide children with a wide range of opportunities to help to develop their knowledge and skills in line with their learning preferences. The childminder follows children's lead in play, sensitively joining in. She asks children questions and names items to support their thinking skills and developing vocabulary. Children accurately identify the colour and numbers written on toy eggs. The childminder helps them to match the numbers on the eggs with numbers displayed in the environment. Children enjoy role-play activities and enthusiastically scoop different materials into containers to 'make dinner'. They learn about circles and squares as they draw with the childminder.

### Personal development, behaviour and welfare are good

The childminder take children out into the local community. They learn about road safety and develop friendships with children they meet at the local parks and toddler groups they attend with the childminder. Children learn about cultures and beliefs that are different to their own. The childminder encourages children to explore the natural environment. They mark tick sheets to record the items they find on nature walks, such as pine cones, trees, numbers on house doors and letters on street signs. The childminder helps children to develop good independence skills, such as putting on their coat and shoes. She teaches children about the importance of washing their hands to promote their good health. Children help to tidy up the toys and prepare their food, such as wraps and sandwiches. They receive lots of praise and encouragement from the childminder and her assistant. This helps them to develop good levels of self-esteem.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. Children are active learners who confidently explore the environment. They learn to share and take turns as they play. Children develop friendships and enjoy playing and talking together. They have space and good opportunities to develop their physical skills. Children learn to negotiate steps on the small slide. They enjoy a range of activities that help to build their small muscles to support early writing skills. Children gain the key skills and attitudes to support the next stage in their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY442027
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10075080
<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 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	8 April 2016

The childminder registered in 2012. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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