

# Childminder report

<b>Inspection date</b>	5 July 2019
Previous inspection date	20 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Outstanding	<b>2</b> 1
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 professionals. She establishes an effective two-way flow of information that provides children with consistency in their care and learning.
- The childminder knows children well. She plans a good range of interesting and challenging activities that promote children's engagement and support their emerging interests. Children make good progress.
- Children build strong bonds with the childminder and demonstrate that they feel safe and secure in her care. They are confident to explore and play. They eagerly show the childminder what they can do and what they have made.
- The childminder evaluates her practice regularly. She reviews the progress children make and gathers the views of parents and her co-childminder to help to identify her strengths and areas to improve. She is committed to providing children with good-quality learning experiences to help them achieve highly.
- The childminder acts as a good role model for children. She is calm and attentive to their needs. She provides children with clear explanations to help them understand the impact of their actions on others.
- Sometimes, the childminder does not give children enough time to think and respond to her statements and questions.
- The organisation of some routines, such as mealtimes, means that children are waiting for extended periods of time. This affects children's behaviour and they tend to become distracted.

## What the setting needs to do to improve further

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

- give children enough time to think and respond to questions and statements
- review the organisation of routines, such as mealtimes, to help to reduce occasions for children to become distracted and continue to promote their good behaviour.

### 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

Safeguarding is 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. The childminder reads widely and uses online research to develop her knowledge about wider safeguarding issues. She provides children with a safe and secure environment. The childminder is committed to continually developing her knowledge and skills. She completes online training and research to refresh her knowledge and develop her practice. For instance, she has recently adapted her behaviour management strategies to reflect the differing needs and learning styles of children that attend. Parents are positive about the childminder and believe that their children are happy and make good progress.

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

The childminder observes children as they play and accurately assesses their progress. She shares information with parents about children's next steps in learning and provides them with ideas to support children's ongoing progress at home. Children freely choose what they play with. The childminder talks to them as they play, introducing new words that help to develop their understanding and growing vocabularies. Children learn that water can overflow when they pour it into containers. They use mathematical language such as 'big' and 'small' as they compare the size of sandcastles they build. Children identify sounds they hear when they play outside, such as passing aeroplanes. The childminder builds on this skill to help them to learn the sounds that letters represent and build on their interest to read and write. Children enjoy completing jigsaw puzzles. They help each other to find the pieces they need and proudly show each other their completed puzzles.

### Personal development, behaviour and welfare are good

Children are happy and well settled. The childminder adapts settling-in sessions to meet the individual needs of each child. This helps them to build a trusting relationship with the childminder from the start. The childminder provides children with lots of praise and encouragement. Children build good levels of self-esteem and can-do attitudes to try new things. The childminder provides children with daily opportunities to play outside. Children enjoy visits to local parks, toddler groups and woods. They enjoy a balanced range of nutritious, home-cooked meals and snacks. The childminder promotes equality throughout her practice. Children show respect and kindness towards each other. They learn about people and communities that are different to their own.

### Outcomes for children are good

Children make good progress given their starting points and capabilities. They are active learners who confidently explore and play. Children learn to take turns and share. They develop friendships and seek each other out to share their experiences. Children are confident talkers who recall past events to share with the childminder. They develop good independence in their self-care and hygiene routines. Children acquire the key skills to support the next stage in their learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY394372
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10112335
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	20 June 2013

The childminder registered in 2009 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 early years qualification at level 3. She regularly works with a co-childminder. The childminder provides funded early education for two-, three- and four-year-old children.

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