

# Childminder Report

**Inspection date**

1 February 2016

Previous inspection date

24 March 2011

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Outstanding | 1        |
| Effectiveness of the 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

- All children make good ongoing progress in their learning and development, based on their starting points.
- The childminder demonstrates a secure understanding of how to support individual children to achieve.
- The childminder develops warm and close relationships with children. They settle well and are happy and confident to explore their surroundings.
- Children's behaviour is managed well. The childminder offers children clear explanations and consistently praises their efforts which raise their self-esteem even further.
- Parents speak well of the childminder and comment that they believe their children are making progress, especially in their social development, since attending her setting.

### It is not yet outstanding because:

- Occasionally the childminder gives children insufficient time to think, process information and respond to questions, so that they can solve problems independently.
- Although some processes to evaluate the provision are in place, the childminder does not provide parents, children or other professionals with regular opportunities to share their views and help drive forward further improvements.

## What the setting needs to do to improve further

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

- enhance support for children's thinking and problem solving skills, providing them with adequate time to think, process information and share their thoughts and ideas
- improve the current self-evaluation systems to include more opportunities for parents, children and other professionals to share their ideas and views of the services offered, and use the information to identify aspects of the provision that can be developed further.

### 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 spoke with the children and childminder at convenient times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records and a range of documentation, including policies and procedures.
- The inspector took account of the views of parents from written statements.
- The inspector reviewed evidence of the suitability of the childminder and other adults living within her home.

### Inspector

Andrea Price

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced and well-qualified childminder demonstrates a good understanding of her responsibility to teach and keep children safe. The arrangements for safeguarding are effective. The childminder fully understands the procedures to follow should she have a concern about a child in her care. The childminder keeps her knowledge of early years updated by holding regular discussions with other providers, reading online articles and attending a variety of training workshops. The childminder regularly assesses the children's ongoing achievements in their learning and development and shares all documentation with parents.

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

The childminder regularly observes and assesses children as they play. She plans a suitable range of learning experiences, inside and outdoors. These complement children's needs, abilities and current interests. Children are motivated to want to learn and do more. Children enjoy being creative and are developing good physical skills. They concentrate well as they follow their own interests. For example, when they practice pre-writing skills, think about different modes of transport and make marks on large sheets of paper. Older children also investigate differences, commenting how paint alters the colours of wheels. The childminder communicates well with children and shows interest in what they have to say, which promotes further discussions. She models language clearly and introduces new words to extend their vocabulary. Children's interest in number is fostered well. One way this is supported is by singing simple songs and rhymes with the childminder.

### Personal development, behaviour and welfare are good

Children happily enter the childminder's home and readily comply with daily routines. The childminder offers children clear expectations. She encourages children to be independent; amongst other things, children independently remove their coats and shoes. Younger children are supported well and are gently reminded to hang up their possessions appropriately. Older children are able to recognise their names and those of their friends. Older children understand that if items are not put away safely they may cause accidents to others. Children talk confidently to visitors and share examples of activities they enjoy taking part in. Children regularly attend a variety of local groups; this is one activity that helps them to further develop their social skills. They enjoy many walks in the local environment, which help promote discussions about the different people who live and work in the neighbourhood.

### Outcomes for children are good

All children make good progress in their learning and development, based on their starting points. Children are well prepared for the next stage in their learning. They understand the need to share toys. During group games they understand the need to listen to what others have to say and take turns.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY267266                                                                          |
| <b>Local authority</b>             | Cambridgeshire                                                                    |
| <b>Inspection number</b>           | 848510                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 10                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 8                                                                                 |
| <b>Name of provider</b>            |                                                                                   |
| <b>Date of previous inspection</b> | 24 March 2011                                                                     |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 2003 and lives in Peterborough, Cambridgeshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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