

Childminder report

Inspection date: 4 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children feel safe and secure. The childminder provides a safe, friendly and loving environment where children's individuality is celebrated.

Children benefit from the childminder's experienced approach. Established routines ensure that children's behaviour and positive attitudes are supported in an age-appropriate way. Children are assessed regularly and, as a result, the childminder can build on what they know. She talks confidently about children's interests and uses this to inform next steps in learning. Children's learning is further supported through the childminder's close relationships with parents and the two-way sharing of information.

Children's love of reading is promoted through sharing books from home and daily story time sessions with the childminder. Children demonstrate an increasing vocabulary. The childminder notices children's use of new words, such as 'biscuit', and gives praise to encourage further use. A range of age-appropriate songs and rhymes are used effectively to develop children's language skills. Children show delight as they join in the actions for 'Twinkle Twinkle Little Star'. They have regular opportunities to practise their counting skills in their play. The childminder pauses in her counting, giving children time to say the next number when counting little blocks.

Children play and learn both inside and outdoors. They have access to a secure garden and enjoy a range of experiences in the local community, regularly visiting parks and attending toddler groups with the childminder.

What does the early years setting do well and what does it need to do better?

- The childminder has a clear vision for the children in her care. She understands that each of them is a unique individual and their happiness is important to her. The childminder is consistent in her approach to teaching children how to share and how to be gentle with one another. The childminder allows children to follow their exploratory drives and this encourages their independent learning.
- Children experience a range of activities that are delivered with enthusiasm, creating positive attitudes for learning. For example, young children smile and wiggle when the childminder sings and plays musical instruments in time with the music.
- The childminder provides good opportunities for physical development both indoors and outside as children visit parks and toddler groups in the locality.
- The childminder has a good relationship with parents; she speaks to them daily to share information about children. She shares assessments regularly and makes recommendations for children to continue their learning at home.

- The childminder is a good role model for the children. Her calm and friendly nature ensures that children's attitudes are positive. Children's confidence and self-esteem are supported through encouragement to keep on trying. For example, the childminder encourages children to try different-sized toys as they experiment with fitting one thing inside another. Children show pride in their achievements, clapping with delight when they succeed in their efforts.
- The childminder celebrates a range of festivals with activities that extend children's knowledge of the world. This adds value to children's own cultures and beliefs, and teaches respect for others' individuality. This helps to prepare children well for their futures in modern Britain.
- The childminder is very flexible in her approach to children's learning. She readily changes activities to follow the children's lead and her relaxed attitude benefits their well-being.
- Children feel safe and have good emotional attachments with the childminder. She shows affection for them and comforts them appropriately. For example, she sings 'Frere Jacques' to children as she gently rocks them to sleep.
- The childminder understands her duty to keep children safe and knows what to do if she has a concern about their welfare. She ensures that her home is safe and secure for the children in her care.
- Although the childminder ensures that statutory training is updated, she does not seek a range of professional development opportunities to help her achieve high-quality teaching practice and improve children's progress even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands that it is her duty to report any concerns she may have regarding children's safety. She has attended safeguarding training that informs her ability to recognise signs that a child may be at risk, and knows where to go for advice or to make a referral. This training is updated regularly.

What does the setting need to do to improve?

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

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

Setting details

Unique reference number	257074
Local authority	Peterborough
Inspection number	10059554
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 August 2015

Information about this early years setting

The childminder registered in 1999 and lives in Peterborough. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 3 qualification. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Dean

Inspection activities

- The inspector discussed how the provision and the curriculum were organised during a learning walk with the provider.
- The inspector observed the quality of teaching during an organised activity and general play, and discussed the impact of these activities with the childminder.
- The inspector looked at relevant documentation.
- The inspector viewed and assessed parent feedback that was presented by the childminder.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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