

Childminder report

Inspection date: 23 January 2020

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 enjoy the time they spend with the childminder, who provides a welcoming and safe environment. They explore a good range of play and learning opportunities throughout the day. Children enjoy cuddling up to the childminder to listen to favourite stories. The childminder points out animals on the pages in the book and children respond by making the animal sounds.

Children listen well to instructions from the childminder. For example, they help her to put toys away to make space for new ones. Children behave well and the childminder is skilful at supporting them to manage their feelings. She gently reminds children to share and be kind to each other in moments of conflict. When children become frustrated, such as when trying to remove the lids off stampers, the childminder calmly offers support. Children learn strategies so they can be successful. For instance, the childminder reminds them to twist and pull the stamper lids. Children smile with satisfaction when they master this skill. The childminder uses opportunities to develop children's mathematical thinking. During snack time, they count the blueberries together and when playing with items such as acorns, count them into a bowl. Children have access to a variety of number puzzles, which they explore independently.

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

- Upon entry, the childminder takes time to understand children's individual learning needs. She uses the settling-in time to get to know both parents and children. This allows the childminder to plan suitable learning experiences for the children.
- The childminder has a flexible approach to children's routines, such as allowing a child to sleep on arrival. She adapts children's learning experiences when needed. For example, after lunch when children get a burst of energy, the childminder gets out tunnels for children to crawl through and be physical.
- Children take part in regular activities in the local community to enrich their learning. They visit the local park, library, museums, local playgroup and attend church music sessions.
- Parents speak positively about the care children receive and the kind and nurturing manner of the childminder. She keeps parents up to date with day-to-day learning electronically and by using a daily communication book.
- The childminder assesses children's attainment regularly but does not always consider how to enhance their daily learning experiences to build on what they can do. For example, the childminder plans activities to develop a fascination with filling and emptying. However, the learning environment has limited resources for children to independently explore the concept for themselves.
- The childminder has a robust system in place for recording any accidents. She

seeks appropriate written permissions from parents and carers, when required, to administer medication.

- The childminder provides children with a range of healthy foods during snack time and lunchtime. Children sit well at the table to eat and are learning positive behaviours at mealtimes.
- The childminder generally supports children's language development well. For instance, she talks to them as they play and participate in daily routines, offering a commentary, stories and songs. Sometimes, the childminder uses too much language for the developmental stage of the children and does not adapt her questioning well enough to match the young children's capabilities.
- The childminder ensures she attends statutory training. However, she has not considered further continual professional development opportunities to help enhance the quality of education for the children.
- The childminder encourages children to be creative and she provides opportunities for them to glue, paint and draw. Children explore and identify colours using a variety of ink stampers and take pleasure as they dab to create marks on paper. The childminder provides a range of collage materials for the children to explore independently. They enjoy creating pictures and feeling the texture of glue on their hands.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms of abuse and neglect. She knows how to record and report concerns to the appropriate agencies and understands the importance of remaining vigilant. The childminder implements effective policies and procedures to help to keep children safe.

What does the setting need to do to improve?

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

- build on children's interests and fascinations and provide additional resources for children to explore independently
- simplify questioning so that younger children fully understand what is being asked, and allow them more time to think and respond
- explore further professional development opportunities that focus specifically on raising the quality of teaching and children's learning.

Setting details

Unique reference number	EY271754
Local authority	Peterborough
Inspection number	10073274
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 March 2016

Information about this early years setting

The childminder registered in 2003 and lives in Peterborough. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Holly Bowman

Inspection activities

- The inspector viewed all areas used for childminding and made observations throughout the inspection of children's experiences in the setting.
- The inspector discussed with the childminder how she meets children's individual needs.
- The inspector looked at a sample of the childminder's documents, including safeguarding procedures, training certificates and evidence of the suitability of those living on the premises.
- The inspector took account of parents' written views.

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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