

# Childminder report

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Inspection date: 14 February 2020

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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. She provides a warm, welcoming and inclusive environment, and all children form very secure attachments to her. The childminder talks confidently about children's individual needs and allows them to explore the learning environment freely. These positive relationships help children feel safe, which results in them displaying high levels of self-esteem and confidence. The childminder engages the children in meaningful conversations. For example, when the refuse lorry arrives, children gather at the window to observe and talk about recycling. The childminder places high value on what children have to say.

Children behave well. The childminder understands children's stages of development and takes this into account when setting age-appropriate boundaries. She speaks in a calm way and teaches the children to think about how their actions affect others. The childminder takes an active role in the children's learning. For example, she plays alongside them as they create boats from cardboard boxes. The childminder encourages children to think about what materials they need and provides additional items, such as mark-making resources, for them to explore their ideas further. This helps children develop their problem-solving and creative thinking skills.

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

- The childminder works well with other professionals. She welcomes support from external agencies which helps deepen her knowledge of teaching and learning. She also makes good use of networking opportunities and regularly meets with other childminders to share ideas.
- Children have great fun as they learn and join in with a variety of activities. For example, they fill and empty cups with rice in the play kitchen. Children have good imaginations as they act out their experiences, offering cups full of rice for the childminder to 'drink'. Younger children enjoy exploring the texture of the rice on their hands and feet and squeal with delight as the childminder pours rice over their toes.
- The childminder interacts well with children to support their learning. However, at times, she does not always recognise opportunities to extend children's knowledge. Although the childminder has a good understanding of what children need to do next, she does not always adapt her environment so children can independently develop new learning.
- The childminder plans weekly outings to places such as the zoo, parks and local library, so children can develop their understanding of the wider world. They also attend groups where children can socialise and make new friends. Trips to the post office are used as learning opportunities as children weigh parcels and

add stamps to packages.

- Parents are very happy with the quality of education and care their children receive. They praise the communication the childminder provides, and comment that she has played a big part in the progress their children are making. The childminder gathers information from parents when children first start to help her understand where children are in their learning and what they need to do next.
- The childminder encourages children to lead healthy lifestyles. For example, children follow good hygiene routines, such as handwashing after using the toilet and before mealtimes. The childminder takes the opportunity to develop children's language during mealtimes as they sit together and talk about meaningful experiences the children have had.
- The childminder quickly identifies any gaps in children's learning and seeks appropriate external support for them as well as making referrals into other services. This means children get the early help they need.
- The childminder makes good use of spontaneous opportunities to extend children's learning. For example, when children show an interest in singing, she provides musical instruments for them to explore. Children confidently operate electronic equipment, asking voice-activated speakers to play their favourite songs and rhymes. They remember the words and sing and play their instruments with enthusiasm.
- The childminder reflects on her practice and identifies any gaps in her knowledge. She seeks out courses that help develop her teaching and is passionate about using this knowledge to support the children further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to keep children safe. She completes relevant safeguarding training, as well as additional short courses, to help her to update and extend her knowledge of wider safeguarding issues. The childminder has a good understanding of the signs and symptoms that a child might be at risk of abuse. She knows the procedures to follow, and professionals to contact, should she have any concerns about children's welfare.

## What does the setting need to do to improve?

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

- review and enhance the learning environment so that children can access additional resources which extend their learning, enabling them to make rapid progress.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY413027  |
| <b>Local authority</b>             | Peterborough  |
| <b>Inspection number</b>           | 10074529  |
| <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>       | 2 to 3  |
| <b>Total number of places</b>      | 3   |
| <b>Number of children on roll</b>  | 3   |
| <b>Date of previous inspection</b> | 27 April 2016   |

## Information about this early years setting

The childminder registered in 2010 and lives in Peterborough. She operates Monday to Friday, from 7am to 6pm, all year round. The childminder provides funding for children aged two, three and four years.

## 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 the childminder meets children's individual needs.
- The inspector looked at a sample of the childminder's documents. This included evidence of safeguarding procedures, the suitability of those living on the premises and training certificates.
- The inspector took into consideration written testimonials by parents and also spoke to parents during the inspection to gain their views of the setting.

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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