

# Childminder report

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Inspection date: 23 March 2022

<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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle well and have formed secure bonds with the childminder, who is warm and friendly towards them. They readily ask for her help when needed. The childminder knows the children well. She knows what interests them and makes sure that their favourite resources are readily available each day.

Children enjoy their time with the childminder. Young children spend time moving around and selecting what they want to play with. They sit and concentrate as the childminder encourages them to look for shapes, which they post in to the shape sorter. She counts with children as they play, helping them develop their early awareness of mathematical concepts.

Children play with a range of resources and choose what they would like to play with next. This helps to support their growing independence. The childminder understands the importance of helping children to be ready for school. She encourages children to keep trying when they encounter difficulties, to help them be successful learners. This helps children gain the skills they need to be ready for the next stage in their learning.

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

- The childminder finds out from parents about their children's routines and abilities before they start at the setting. This helps her to tailor the settling-in process according to children's individual needs from the beginning.
- The childminder recognises the importance of reading to children to help foster their enjoyment of books. They join in, turning the pages and confidently point to the characters or objects on the page as the childminder names them. This provides young children with exposure to language and builds on their growing vocabulary.
- Children enjoy demonstrating what they know. The childminder helps children to learn about letters and numbers. They are beginning to count and recognise familiar letters, confidently pointing out the letter 'a'.
- The childminder knows what the children in her care need to learn. This helps her to plan a curriculum, so that children build on their skills in a way that suits each child. The childminder makes regular assessments of what children can do and uses this information to plan for the next steps in their learning. However, she does not encourage parents enough to become involved in their child's learning.
- Children learn about the benefits of healthy lifestyles. They enjoy playing outside each day, in the garden or the local park. This provides them with a range of opportunities to build strength in their larger muscles. The childminder understands how this contributes to children's physical development and their

overall sense of well-being.

- The childminder provides good support for children's language development. She talks to children about what they are doing during activities and asks questions that engage their thinking.
- Children's behaviour is good. They show their understanding of the childminder's rules, and she encourages them to say please and thank you. She helps them to learn that some rules are in place to help keep them safe.
- Children enjoy making marks in their creative play and are developing good pencil control. The childminder helps them to hold the crayons correctly as they colour in pictures, and she talks to them about the colour names. Children are beginning to identify colours independently.
- The childminder takes part in regular training opportunities to keep her knowledge up to date. However, she does not focus her professional development on developing a more thorough knowledge of teaching. She has not fully explored ways to continually build on the quality of her teaching to help children make the very best possible progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She knows the signs that could indicate a child's welfare is at risk and the wider safeguarding issues that can affect children. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. The childminder understands how to manage allegations of harm or abuse against her or anyone who lives in her home. She regularly checks her home to ensure that the environment is safe for children. This helps to assure children's safety and welfare.

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

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

- strengthen partnerships with parents to enable a shared approach that encourages all parents to be part of their child's learning
- seek further ways to enhance professional development opportunities that focus more specifically on developing a deeper knowledge of teaching and learning.

## Setting details

<b>Unique reference number</b>	2617330
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10212782
<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 at time of inspection</b>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	6 October 2021

## Information about this early years setting

The childminder registered in 2020 and lives in Peterborough. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Emma Bright

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision is organised.
- The inspector observed activities indoors and assessed the impact these have on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector looked at relevant documentation, including the childminder's medication records and records of children's attendance.

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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