

# Childminder report

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Inspection date: 8 June 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	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm and nurturing environment. Children are happy and enjoy a caring relationship with her. As they enter her home, they quickly settle down and show signs that they feel safe and ready to learn. The childminder places great importance on getting to know children as she responds to their individual needs to help them settle quickly. She does this by working closely with parents to identify their needs. This significantly contributes to the strong attachments that the children develop with her. Children make choices about what they want to play with. They confidently explore the toys that they want to use.

Children develop good independence skills. They put on their own shoes, feed themselves and follow good hygiene practices, such as going to the toilet and washing their hands. There is a clear routine in place, so children know what to expect. Children are encouraged to follow a routine and are praised for doing so. They listen and respond to instructions given by the childminder. As a result, the children behave well. For instance, when asked to tidy up before going outside, they help to put away the things before going into the garden.

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

- The childminder has high expectations for children's learning and development. She can demonstrate her knowledge about the children's learning processes well. She is passionate about the importance of effective partnerships with parents and includes them in planning for their children's next steps.
- The childminder's home is safe and welcoming. A suitable range of toys and resources, such as puzzles and books, are available to promote young children's learning.
- The childminder has created some partnerships with other early years professionals to further support children's learning experiences. For example, she meets with other childminders in the area to provide opportunities to help develop children's social skills and extend their interactions with others. However, the childminder has not made specific links with other professionals working with children in her care, to enhance provision for them even more.
- Children's behaviour in the setting is good. Children are respectful and positively approach others. They display a good attitude towards learning. This is promoted by the childminder as she shows a genuine interest in children's play and responds positively to what they say.
- Children benefit from a variety of healthy meals and snacks. They have access to water throughout the day. The childminder encourages children to be physically active and ensures they follow good hygiene routines, such as washing their hands before mealtimes.
- The childminder works effectively in partnership with parents. She shares

information with them about the activities that their children have enjoyed and the progress that they have made. Parents speak highly of the childminder's care and learning opportunities. For example, the childminder sends home a reading pack for parents to feel supported in the preparation for their children going to school.

- The childminder finds out about the background of the families and offers activities and resources to make sure they feel included. This is also an opportunity for others to learn about how other families live.
- Children are keen to engage with the childminder. She facilitates play well and positively engages children in conversation. For example, she asks them if they can mix some colours together and find out what happens.
- The childminder is able to discuss the process of identifying the children's starting points of their development. She uses the information from parents to gauge children's stages and plan for their next steps.
- The childminder is confident about assessing and monitoring children's progress to ensure that they learn and develop appropriately. She understands the requirement to undertake a progress check for children aged between two and three years.
- The childminder is attentive to children's care needs. She gently talks to the children and asks permission before changing their nappies. As a result, children feel safe and secure in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She attends relevant training to make sure that she keeps herself up to date. The childminder shows good awareness of the signs that indicate a child is at risk and can demonstrate what procedures she should follow. She knows how to contact the safeguarding partners should she have any concerns about children's welfare. She also knows the procedure to take should an allegation be made against her. The childminder completes risk assessments to help reduce the potential hazards that the children may encounter.

## 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 outside agencies and professionals to ensure the best possible outcomes for all children.

## Setting details

<b>Unique reference number</b>	EY340311
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10231754
<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>	1 to 10
<b>Total number of places</b>	10
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	23 September 2016

## Information about this early years setting

The childminder registered in 2006 and lives in Peterborough, Cambridgeshire. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Julia Maynard

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector discussed the curriculum with the childminder and how it benefits children's learning and development.
- The parents' views were considered.
- A range of documents were reviewed, including safeguarding policies, the childminder's paediatric first-aid qualification and other training certificates.
- The inspector observed children playing and they spoke to the childminder about what they were learning.

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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