

# Childminder report

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Inspection date:

16 November 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 home-from-home environment where children are happy and settled. They confidently explore the carefully planned activities and choose from a wide range of resources. Children eagerly gather around for stories. They take turns turning the pages and listen to each other as they point and comment on the illustrations. Children demonstrate independence as they select resources to support their play. For example, they build a bus from chairs to take them to the shops, and they gather bags to hold their shopping. They create a home from cushions and remain engaged in their role play.

The childminder builds strong attachments with the children and knows them well. They demonstrate they feel safe in her care. For instance, children stay close and receive hugs for reassurance when unfamiliar visitors arrive. Children enjoy the company of the childminder. They regularly invite her to join their play and proudly show her their pictures and completed puzzles. Children beam with delight at the praise they receive and the positive comments of encouragement the childminder provides. This helps to support the children's self-confidence.

Children behave well and understand the behaviour expected of them. The childminder gives gentle reminders to the children to encourage sharing and turn-taking. She acts as a positive role model to reinforce good manners.

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

- The childminder plans learning opportunities that support children to build on what they already know. She remains close by to support and enhance children's learning. For example, she engages in discussion with children who are scooping pasta and rice into beakers. She helps them identify the different shapes, and they quickly begin comparing and sorting the pasta. This helps children to develop a positive attitude to learning through enjoyment, curiosity and concentration.
- The childminder supports children's communication and language skills well. She reads stories and encourages children to comment on the illustrations. The childminder supports children who speak English as an additional language. She collects phrases in children's home languages from parents and displays these around the home. Younger children are beginning to use words. For instance, they say 'did it' and 'do it'. Although the childminder repeats what children say correctly, there are times when she does not add words to further extend their vocabulary.
- The childminder provides children with plenty of outdoor opportunities. They regularly engage in country walks, treasure hunts and visits to the local play areas. These experiences allow children to develop their physical skills while

accessing more-challenging equipment.

- The childminder supports children with special educational needs and/or disabilities (SEND) well. She works in partnership with parents and other professionals to ensure they have all the support they need to thrive. The childminder implements strategies effectively to ensure children with SEND make good progress.
- Children's behaviour is good. They understand the childminder's behavioural expectations. They share resources well and show kindness to each other. The childminder provides gentle reminders to encourage good manners.
- The childminder promotes children's independence during routine activities. For instance, she asks children to tidy and sort toys in preparation for lunch. They show a great willingness to help. Older children independently access the toilet and wash their hands before eating. The childminder provides younger children with spoons and encourages them to try to feed themselves. The childminder is vigilant at mealtimes and remains on hand to assist.
- Parents speak highly of the childminder. They describe her as caring and professional. Parents of children with SEND feel they receive high levels of support. They comment that their children have made excellent progress in their learning and development since starting with the childminder. Parents are happy with the communication they receive about their children's time in the setting.
- The childminder evaluates her provision well. She reflects on her practice and seeks training to improve her provision. For instance, she explains how recent training to support mathematics in the early years has supported her confidence in this area. Children benefit from this learning as she carefully weaves mathematics into all areas of the curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of all safeguarding issues that may affect children's well-being and welfare. She knows the correct procedure to follow to keep children safe. The childminder understands her responsibility to report concerns, including allegations against herself or someone living at her home. The childminder understands when it is appropriate to monitor a child, provide a family with support or when she needs to make an immediate referral. The childminder creates a safe and secure environment for children to play and learn in her home. She knows how to identify and remove or minimise risks 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:**

- strengthen the support provided to younger children who are developing their vocabulary so that they hear more words.

## Setting details

<b>Unique reference number</b>	EY442500
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10235673
<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>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	2 February 2017

## Information about this early years setting

The childminder registered in 2012 and lives in Hampton Hargate, Cambridgeshire. She operates all year round, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Harris

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intent for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector took account of parents' views.
- The childminder provided the inspector with a sample of key documents on request.

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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