

# Childminder report

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Inspection date: 13 March 2023

<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 calm and welcoming environment for children. Children show that they feel safe and comfortable with the childminder. They approach her for comfort and reassurance, and she warmly responds to their needs. The childminder tunes into children's communication, responding positively and respectfully to their choices. She sensitively supports children during personal care routines. Children learn to be independent, cleaning and washing their own hands and face. The childminder works with parents so that children have healthy snacks and meals. She talks to children about what foods keep them healthy.

The childminder carries out robust risk assessments of her setting, which helps to keep children safe. She provides a wide variety of outings to soft-play centres and toddler groups. These help children to socialise and develop their physical skills. The childminder assesses children's development closely so that she can check the progress they are making. She uses her knowledge of child development to provide engaging sensory activities to promote their learning. The childminder is knowledgeable about supporting children who speak English as an additional language. She respects home languages, learning words that she can use in conversation with children. The childminder also helps children to learn English effectively. As a result, children make good progress in their communication and language.

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

- The childminder provides stimulating activities that interest children and keep them engaged for long periods of time. They enjoy 'crunching' the cornflakes as they play with farm animals in the heavy-duty plastic tray. Children stir pasta and play with construction materials, which develops their fine motor skills. The childminder encourages children to make choices about what they play with. Children play imaginatively and pretend to eat toy food. However, there are fewer opportunities for children to explore natural materials and learn about the world around them.
- The childminder builds on children's interest in farm animals. She gives them plenty of time to fully explore the animals. The childminder supports children to make animal noises, and she reads stories and sings songs about animals. This helps children to develop their communication and language skills. Story and song times are warm and responsive. The childminder supports children to use their hands to make the actions to the songs they sing.
- The childminder provides strong support for children's communication and language. She engages in enjoyable conversation with children and models new vocabulary. The childminder clearly labels items and repeats words so that children pick these up quickly. She gives children lots of time to respond to her.

The childminder uses questioning appropriately to find out what children already know and builds on this further.

- The childminder takes opportunities to help children learn early mathematics. She counts and talks about shapes when reading stories, and children enjoy a colour sorting game. Children learn the word 'blue', repeating this and sorting the objects to reinforce their new knowledge. The childminder also provides appropriate equipment, such as paint sticks, so that the youngest children can create and explore colour.
- The childminder supports children's social and emotional development by meeting up with local childminders. She attends groups in the local area so children can learn to share, take turns and negotiate. This helps children to learn how to interact with other children and adults and also builds their confidence.
- The childminder carries out accurate and in-depth statutory assessments. This helps her to identify progress children have made and where they might need further support. She shares information from her assessments with parents and other professionals as needed. Parents trust the childminder and appreciate her flexibility. They are happy with the progress their children are making and comment positively on the range of learning opportunities the childminder provides.
- The childminder works with other professionals and undertakes online training to keep her knowledge and skills up to date. She is committed to providing high-quality care for children. The childminder is organised and knows how she would like to develop her practice further. She works closely with other childminders to provide flexible care for families.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs to look out for that a child's health or welfare is at risk. She understands local issues that may have an impact on children and families, including the possible signs that a child is being exploited. The childminder undertakes regular training to keep her knowledge of safeguarding up to date. She has developed policies and procedures and works with local professionals to keep these current. The childminder knows how to respond to concerns and who to report these concerns to, including if she has concerns about other childminders.

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

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

- provide further opportunities for children to explore natural materials in their play to enhance their learning of the world around them.

## Setting details

<b>Unique reference number</b>	EY466104
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10276318
<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>	0 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	11 July 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Peterborough. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Tracy Joyce

### 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between staff, the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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