

# Childminder report

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Inspection date: 19 April 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	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children thrive in the childminder's care. They are warmly welcomed into her home, and have developed close, trusting relationships with her. Children are confident to express themselves and make their own decisions. For example, they politely ask for certain toys and tell the childminder when they have finished with an activity. Children show very good familiarity with the routines of the day, such as washing their hands before eating. They are supported very well by the childminder to develop their independent self-care skills, such as putting on their own shoes and coats for outdoor play.

Children are provided with rich experiences both in the home and on outings. The childminder considers children's interests. For example, they visit the train station to help to develop the learning of children who have shown a particular interest in trains. Further visits to museums, farm parks and bus rides all help to build on children's knowledge and understanding of the world around them. Children use their imagination well during play. For example, a plastic toy pipe that they find in the garden becomes a 'petrol pump' and 'leaf blower'. They show excitement to engage in activities, such as making and blowing bubbles, and keep persevering when the task becomes more difficult. Children enjoy activities such as painting, and confidently describe the pictures they paint.

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

- The childminder has reflected on her practice since the last inspection and made changes that have helped to benefit the children in her care. For example, she has reduced the number of children that she cares for at any one time. She has an extensive training portfolio and can demonstrate what she has learned in practice. Following a course on outdoor play, the childminder has deepened her understanding of all-weather play and purchased wet suits and wellington boots so that children can access her garden all year round.
- The childminder has had an extensive career in childcare and understands how children learn. She plans a curriculum that enables children to build on their learning over time and prepares them well for school. The childminder assesses children's progress and shares this with parents. She is quick to identify those children who may need additional support in their learning. She works with their parents, and seeks support and advice from other agencies where needed.
- Children have formed close friendships and enjoy each other's company. They behave well, follow instructions and are learning to cooperate with each other to share and take turns in activities. Children welcome the praise that they receive from the childminder for their achievements, such as their paintings. This makes them smile.
- Reading books is part of the childminder's daily routine. She is aware that

literacy levels when children start school are lower in her area, so she organises activities to help to improve this. The childminder takes children to the library twice a week for stories and rhyme time. Children choose weekly books to take home and read with their families.

- The childminder helps children to develop their mathematical skills as they play. They engage in enjoyable counting activities, such as counting their cupcakes into a tray during role play. They paint with different-shaped sponges. Children are enthusiastic to count and demonstrate their knowledge of numbers up to 20.
- The childminder understands the importance of building children's communication and language skills. She talks to them during activities and helps young children to build their vocabulary by introducing words, such as 'hexagon' and 'diamond', when looking at more-unusual shapes. However, on occasions, the childminder talks too much, asking questions in quick succession. This does not always allow children enough time to process what is being asked of them and respond with simple words or gestures.
- Parents comment positively about the childminder. They feel that their children are loved and well cared for. They like that the childminder's home is welcoming, clean and well organised. The childminder keeps parents up to date with various childcare issues and campaigns, such as what to do if a child is choking and the local procedures for applying to primary school. Local schools have commented on how well the childminder has prepared children for school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has refreshed her safeguarding knowledge through training since her last inspection. She has clear procedures in place to report any concerns that she may have about children or adults to the appropriate authorities. The childminder demonstrates a clear understanding of some of the wider areas of abuse, such as female genital mutilation and county lines, and how to recognise signs and symptoms. Her home is safe and suitable, and is constantly risk assessed for potential hazards.

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

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

- strengthen the programme for communication and language to take account of children's differing levels of ability when asking questions and give them more time to respond.

## Setting details

<b>Unique reference number</b>	2583524
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10262391
<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>	20 October 2022

## Information about this early years setting

The childminder registered in 2020 and lives in Peterborough, Cambridgeshire. She operates her childminding provision all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Carly Mooney

### Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation 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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