

Childminder report

Inspection date: 8 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 knows the children well. She uses this knowledge to recognise when children may need additional support and reassurance, such as when visitors come to the setting. The childminder responds with care to children's emotional needs, offering cuddles to help children feel safe and secure. The childminder gathers information from parents and carers about the children's development when they join the setting. She uses this information to develop learning plans for each child. This enables the childminder to offer focused activities and resources to support all children's development. She is also able to make the most of child-initiated play to encourage learning, such as using children's interests to introduce new language.

The childminder has high expectations for children's behaviour and acts as a strong role model for these. She models manners and reminds children when to use them. During activities, the childminder calmly supports children to take turns and share. She also reminds children of how to look after the toys, such as picking things up so they do not get broken, which helps them to build respect for belongings. The childminder responds positively and with interest to the children's play. She also offers extension to their current knowledge, such as responding to a child identifying a cow by adding 'cows give us milk'. This supports children to remain interested and engaged.

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

- The childminder has a clear idea of what she wants the children to learn during their time at the setting. Information gathered from parents is used to plan activities according to children's interests and development. The childminder uses spontaneous learning opportunities to support identified learning, such as engaging in a role-play telephone conversation to encourage language and communication.
- Children are supported to develop their independence. The childminder offers play opportunities to practise life skills, such as including spoons and bowls into sensory play to support control and manipulation.
- Children are supported to manage their behaviour and development relationships with peers. She uses children's interactions to help them to understand how to share and play alongside each other. The childminder uses calm and positive language to explain how children can take turns, helping them to develop these skills for themselves. She reminds children that there is enough space for everyone to play.
- Children's language and communication development is good. The childminder models language to children, repeating back and extending to encourage development. Children are given lots of opportunity to engage in back-and-forth

interactions with the childminder. She listens and responds well to children's verbal and non-verbal communication, showing children they are valued. The childminder includes activities, such as singing and reading together, into sessions. She encourages children to join in with familiar songs. The childminder explores books with children, encouraging them to point to and name objects.

- Good use is made of opportunities to include mathematics into children's learning. The childminder encourages children to count objects during play. She also includes concepts, such as size, shape, and position. For example, when exploring activities, she names the resources using mathematical language, including 'big' bowl or 'tiny' spoon. Children think about shapes when the childminder asks them to find a square or circle in the sensory tray.
- The childminder extends children's experiences by taking them out to different groups. She also helps them to engage with the natural world in their local community through visits to local parks and woods.
- Partnerships with parents are effective. The children and families are at the centre of the childminder's practice. Different methods of communication are used to meet the needs of all families. The childminder provides parents with information about their children's development and encourages them to share what they know about their child. Parents feel their children are safe and secure in the setting. They value the flexibility the childminder offers, and that children's physical and emotional needs are met.
- The childminder takes part in regular 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 best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- access professional development opportunities to deepen knowledge and raise teaching to the highest level.

Setting details

Unique reference number	505289
Local authority	Peterborough
Inspection number	10316842
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	8
Number of children on roll	8
Date of previous inspection	17 May 2018

Information about this early years setting

The childminder registered in 1995 and lives in Hampton Vale near Peterborough. She operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ali Mitchell

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 their evaluation of the provision.
- 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 childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out joint observation of an activity.
- Parents shared their views of the setting with the inspector.

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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