

Childminder report

Inspection date: 3 December 2021

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

Children are confident, happy and thoroughly enjoy their time with the childminder. They benefit from being part of the warm and friendly household where they are considered part of the family. The childminder has provided a homely yet stimulating environment, with a wealth of toys and activities to capture children's interests. Children are highly motivated to learn and they excitedly join in with the activities on offer. They show good levels of concentration according to their age and stage of development. The childminder makes sure children know about their local community and the people who live and work there. A favourite visit is a trip to the library. Children enjoy choosing their own books, swiping their library cards and taking their chosen stories home.

The childminder encourages children to be independent and 'have a go' with simple tasks, such as putting on boots and coats. Children's self-esteem is boosted as they achieve their aims, and the childminder offers frequent and genuine praise for their successes. Young children particularly enjoy trying to feed themselves at mealtimes. Children are learning about healthy foods and enjoy comparing their 'big muscles', which they attribute to the apples eaten at lunchtime.

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

- Children's language skills are very good. They express themselves exceptionally well and use a wide range of words during delightful conversations with the childminder. Young children are keen to join in and are beginning to make choices using their new words, such as 'no'. The childminder is skilled at enhancing children's abilities by modelling new vocabulary and giving children time to respond.
- Children are developing a good knowledge of mathematics at a young age. They count their playthings accurately and use language to describe height and size. For example, children say an asteroid is 'massive' and the giraffe is 'tall'. Children are curious to see how their superhero toys make footmarks in dough and they eagerly try different toys to compare the size. Young children take great delight in cause-and-effect toys. They eagerly press buttons to make something happen and remember how each one is operated.
- The childminder has high expectations of children and has clear boundaries with regards to appropriate behaviours. Strategies to help children understand right from wrong are highly effective and suitable for their ages and stages of development. Because of this, children are kind and considerate. They are quickly learning how to respect and negotiate with one another, as well as share and take turns as they play. Children demonstrate good manners as they say 'please' and 'thank you' at appropriate times.
- The childminder understands how children learn and what they need to know

before moving to nursery or pre-school. She ensures the range of activities on offer are appropriate for the age range of children she cares for. The childminder knows children exceptionally well and considers their abilities and interests when planning her broad curriculum.

- The childminder values opportunities to improve her skills and knowledge. She has embraced a wide range of training opportunities which focuses firmly on meeting the needs of the children she cares for. She continually reflects on her practice. However, she does not always consider where she can offer even more challenge to extend children's learning to the highest level.
- Children have strong and trusting bonds with the childminder. Parents recognise these and share high praise for how the childminder cares for their children. They appreciate the information about activities undertaken by their children. Equally, parents acknowledge the lengths that the childminder goes to, to work with others and give extra help to children facing challenges.
- The childminder has been thoughtful and proactive in lessening the possible impact of the COVID-19 pandemic for the children she cares for. By following all national guidelines, she ensured children could enjoy outside activities and still socialise with others when safe to do so.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the safeguarding procedures for her local area. She attends regular training and, consequently, knows how to identify whether a child is at risk of harm. The childminder has a good knowledge of the 'Prevent' duty and other matters that put children's welfare in jeopardy. She has secure risk assessments and policies in place, to support her work. The childminder threads aspects of safeguarding through her curriculum, to ensure children learn how to keep themselves safe in the future.

What does the setting need to do to improve?

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

- reflect further on the quality of teaching, to identify where children can be offered even more challenge and their learning enhanced to the very highest level.

Setting details

Unique reference number	EY458491
Local authority	Peterborough
Inspection number	10075375
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 May 2016

Information about this early years setting

The childminder registered in 2013 and lives in Peterborough. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Baker

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 childminder.
- The childminder and the inspector completed a learning walk together and discussed how the curriculum is organised. They also jointly evaluated an activity.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector read parental questionnaires, to gain their views 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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