

Childminder report

Inspection date:

6 January 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy their time in the care of the childminder. Some of the children have been cared for by the childminder since they were very young. Children take comfort from this and talk excitedly about the activities they enjoy and the strong friendships they have made. The childminder knows the children, their families and individual circumstances very well, and this enables her to tailor their care accordingly.

Children are very happy, settled and clearly feel at home in the childminder's care. They have lively and fun personalities, and show respect for other adults and children. Children enjoy the use of a spacious premises and confidently access their own choice of resources from the well-equipped playroom. Older and younger children play very well together. They use good manners and enjoy learning from others, for example, as they construct models or design and build a marble run.

Children persevere with chosen activities, such as sewing pieces of fabric together to create a complex shape. Children are confident to seek help from the childminder, for example, with personal care routines. They also offer each other ideas or quietly solve problems themselves.

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

- The childminder provides spacious areas within her home for children to use before and after a busy day at school. She has considered the types of activities that children enjoy doing and ensures that these are freely accessible to them. The childminder understands the importance of outdoor play. Recent research inspired the childminder to use a fallen down tree in her garden to create a 'throne' and reading area for the children to enjoy.
- The childminder provides a varied range of healthy snacks for children. Children learn to be seated when eating and that this is a social occasion, where they can talk about their day, tell jokes or plan activities. The childminder responds to their individual requests for toppings on toast or fillings in sandwiches.
- The childminder supports children well and tailors her support accordingly. For example, she checks that younger children can reach the light when they independently use the toilet and respects an older child's wish to try and solve a problem themselves. The childminder is consistently warm and caring in all of her interactions with children.
- The childminder is greatly appreciated by parents and the children she cares for. Parents say that the childminder is 'very reliable and accommodating' and provides 'a safe, comfortable and very social environment'. They are keen to express how much their children think of the 'caring, friendly and supportive'

childminder.

- The childminder continued to support children and their families during the COVID-19 pandemic and worked with other professionals to ensure that children got the care and support they needed from her during this time.
- The childminder has a clear commitment to her own professional development. She undertakes training and reads lots of articles relevant to her childminding provision. The childminder demonstrates a close working relationship with parents and the school that children also attend. This helps to ensure a consistency of care.
- All required documentation is in place and maintained appropriately to underpin children's safety and welfare.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training and keeps up to date with safeguarding matters and practices. She has a good knowledge of safeguarding policies and procedures. The childminder is able to identify possible signs and symptoms of abuse and understands her responsibility to report any concerns she has to the relevant authorities. The childminder understands the importance of noting any injuries that have not occurred at her home and passing information on to parents if the child has had an accident at school. The childminder has a good knowledge of the Prevent duty and how she might spot the signs that a child or members of their family were being radicalised and what action she would take.

Setting details

Unique reference number	EY431843
Local authority	Peterborough
Inspection number	10123683
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	5 to 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	12 May 2016

Information about this early years setting

The childminder registered in 2011. She lives in Ailsworth near Peterborough. The childminder operates Monday to Friday from 7.30am to 9am and from 3.15pm to 6pm, during term time only. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Anna Davies

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the provision.
- The provider and the inspector discussed how the provider organises her home to meet children's needs.
- The inspector held a discussion with the provider. She looked at relevant documentation and evidence of the suitability of the provider and household members.
- The inspector spoke to children during the inspection. She observed interactions between the provider and the children.
- A number of parents gave written feedback to the inspector, and the inspector took account of their views.

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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