

Childminder report

Inspection date: 28 April 2022

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| 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 settled, confident and have fun in the childminder's care. They choose from a wide range of accessible toys and resources. Children particularly enjoy being outside. They show good physical skills as they move around independently and know how to keep themselves safe. For example, young children turn around and safely come down steps backwards. The childminder encourages children's interests in the natural environment and provides activities to enhance their knowledge. Older children remember what they have learned and consequently they correctly identify the replica insects hidden in some compost. Younger children learn from their friends, and they too repeat the words 'caterpillar' or 'spider' as they handle the toys.

Children know what is expected of them and behave well. Older children show kindness and consideration for their younger friends and help them when they can. For example, older children make suggestions and find appropriate coloured pens for their friends to use. The childminder encourages children's good manners and helps them to learn about tidying away their playthings when they have finished with them. Children diligently initiate or follow these routines and genuinely enjoy their tasks.

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

- The childminder understands the importance of children developing their independence skills according to their stage of development. She encourages them to put on their own coats and shoes and to tackle zips and fastenings when they are able to. Children's self-esteem is boosted when they master these skills, especially when they realise they can go outside quickly.
- The childminder considers what children need to learn and how she will help them to develop these skills. She recognises how children learn best and consequently many of their activities are outside. The childminder also ensures that children have opportunities to visit their local community. She focuses on finding activities to enhance children's experiences and complement the activities offered at home.
- Children enjoy taking part in planned learning opportunities that are focused on their interests and their next steps in learning. Generally, the childminder supports children's learning well as she introduces the activities and talks about the purpose of their tasks. However, at times, the childminder over directs children's actions. This limits opportunities for children to develop their thinking skills effectively as they are not given the time to consider what they need to do next.
- The childminder knows that helping children to develop good communication skills is an important part of her role. She chats to children as they play and

acknowledges younger children's attempts to form their first words. Equally, the childminder celebrates older children's abilities to speak more than one language. Children take great delight in saying words in both English and their home languages. This supports their move to school appropriately.

- Children have access to a range of books and enjoy listening to stories. Younger children take an interest in the pictures of the animals they see and correctly select the same animal from their toy baskets. Older children are beginning to show an interest in letters and are starting to recognise the differences.
- Children take great interest in music. They choose their favourite songs to listen to and happily sing along. The childminder provides a range of resources to support their activity. Consequently, children move around rhythmically to the music.
- The childminder reflects on her practice and has suitable plans to further develop a stimulating environment and suitable learning opportunities for all children. She undertakes mandatory training. However, she has yet to identify ways to help her to develop her knowledge and teaching skills to a higher level.
- Parents offer high praise for the childminder and recount how much their children enjoy their time with her. Parents describe the childminder as 'caring, thoughtful and supportive'. They are pleased to receive information about their children's activities and know they are well cared for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to recognise when a child has been harmed or is at risk of harm. She knows how to report her concerns to the appropriate authorities. The childminder has a good knowledge of her local community and the possible risks to children there. When out and about, she takes appropriate precautions to protect children in her care. The childminder undertakes suitable safeguarding training and ensures that members of her household understand her policies and procedures.

What does the setting need to do to improve?

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

- give children more opportunities and time to work things out for themselves and demonstrate what they already know and can do
- reflect further on professional knowledge and skills to identify weaknesses and subsequently find ways to help to develop teaching to an even higher level.

Setting details

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| Unique reference number | EY459261 |
| Local authority | Peterborough |
| Inspection number | 10075391 |
| 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 4 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 14 June 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 two-, 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 their evaluation.
- The childminder spoke to the inspector about what she wants children to learn and the skills she helps them to develop.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector and the childminder jointly evaluated an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- A number of parents wrote to the inspector, who 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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