

Childminder report

Inspection date: 6 March 2023

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 enter the setting confidently, eager to play and learn. The childminder knows the children very well and provides activities that interest them. The childminder carries out accurate assessments of children's learning and development to identify and meet their individual needs. The childminder has created a warm and welcoming environment and children are interested in looking at the posters and photographs of them that are on display. Children are confident to access different parts of the environment. The childminder provides a wide range of activities that support children to make progress. The childminder knows their individual needs and all children, including those from disadvantaged backgrounds, make good progress with their learning and development.

The childminder keeps children safe and healthy. She talks to children about why they must not run in the setting and how they can keep themselves safe. The childminder promotes children's independence as they learn to put on their own shoes and coats. She helps them to learn about healthy eating and works with parents to provide healthy snacks for them to eat. Children are friendly and well behaved. Children enjoy spending time playing their favourite games with the childminder. She offers choices, so that they remain engaged in their play. Children listen and talk confidently with the childminder and other adults. The childminder models manners and supports children to follow the expectations of her setting. For example, children tidy up when they have finished with a game.

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

- The childminder supports children's physical development well. Children have opportunities outside to use the ride-on toys. The childminder visits local soft-play centres on a regular basis, where children can run, climb and move in a variety of ways. Inside, children play with dough, squeezing and rolling it to develop their fine motor movements.
- Children develop positive relationships with other children, both within the setting and when out meeting up with other childminders. The childminder supports personal care routines sensitively, reminding children to use the toilet. The childminder also promotes hygiene and independence as children learn when and how they should wash their hands.
- The childminder provides good support for children's communication and language. She listens attentively and speaks clearly to reinforce children's pronunciation. She asks effective questions and clarifies what children mean when they talk. She sings and reads stories with children. Children who receive additional funding and those who are delayed with their language make good progress against their starting points.
- The childminder teaches mathematics effectively throughout different play and

educational opportunities. Children learn about numbers, identifying these on posters and when using play dough cutters. They learn about money as they engage in pretend play with the childminder. The childminder supports children to understand when it is lunchtime by pointing out the time on the clock.

- The childminder creates some opportunities for children to learn about the natural world as she talks to them about planting and growing seeds. However, the childminder does not provide enough opportunities for children to extend their learning about the world around them. For example, although music is playing, this is not used with intent to help children learn about different types of music.
- The childminder develops strong partnerships with parents. Parents enjoy receiving photos and communication from the childminder about their children's day. They receive up-to-date information about their children's development and the childminder adapts her practice to meet their individual requirements.
- The childminder provides good flexibility of care for working parents. She supports children with transitions to pre-school and primary school, sharing information, so that children can receive continuity of care. The childminder is well known in her local community and has developed professional relationships with other childminders, so that children have access to opportunities that help them develop their social skills.
- The childminder has extensive experience of caring for children. She has built a wealth of resources and knowledge about childcare, which helps her provide a challenging and interesting learning environment. She undertakes some training to enhance her knowledge and skills and keeps her mandatory training up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what signs would give her cause for concern in relation to a child's health and well-being. She undertakes regular training and updates her knowledge of local procedures, so that she knows what to do when she has concerns. She has developed policies and procedures to follow and knows the contact details of local safeguarding partners. She understands how and when she would need to report her concerns, including those she may have about other adults.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their understanding of the world around them.

Setting details

Unique reference number	257025
Local authority	Peterborough
Inspection number	10264940
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	2 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	30 June 2017

Information about this early years setting

The childminder registered in 1996. She lives in Eye, Peterborough. She operates all year round, from 6am to 7pm, 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

Tracy Joyce

Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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