

Childminder report

Inspection date: 16 May 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 enjoy a range of activities at the setting. They listen carefully to stories. The childminder reads enthusiastically, keeping children's attention by pointing and talking about the pictures. Children focus on the activity and develop a love of books and reading. The childminder provides children with new vocabulary throughout activities, and they listen carefully to the new words she introduces. When playing with the bubbles, children repeat the words 'pop', 'bubble' and 'more'. They are fascinated as they watch the bubbles float up to the sky. These activities help children experience the awe and wonder of the world in which they live.

Children enjoy being outdoors where they have access to a range of activities. They climb the large slide and explore the water tray. Children have begun growing a range of fruit and vegetables in the garden and they are looking forward to watching them grow. They learn about the importance of healthy eating through conversations and stories. Children also learn about the importance of oral health. The childminder supports families by providing them with information regarding foods and dentists.

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

- The childminder has constructed a curriculum that supports children's specific needs. She focuses on communication and language development as well as providing children with lots of opportunities to socialise and explore the world around them. Children visit various places within the local community, such as the library, parks and toddler groups. This gives them opportunities to develop important social skills and confidence in new situations.
- The childminder provides families with a settling-in process that is unique for every child. She ensures that parents are happy, makes time for discussions and answers any questions parents have. The childminder builds a relationship with both the children and parents and gathers important information before children begin at the setting. This includes children's routines, likes, dislikes and information about their learning and development. The childminder uses the information she gathers to provide meaningful activities for children from the first day they attend. Therefore, children are given the best start to their early education at the setting.
- The childminder provides children with a language-rich environment. She ensures there is access to stories throughout activities, as well as providing continuous conversation. She models 'thank you', repeated throughout the day, teaching young children early manners. The childminder introduces new words as children play with toy dinosaurs. For example, long, spikey and tall. Children attempt to copy these words. The childminder is passionate about

communication and language development and provides children with a wide vocabulary.

- The childminder provides low level storage to encourage children to choose their own resources and activities. However, she does not always make use of every opportunity for children to develop their independence and do things for themselves. For example, younger children do not use low level sinks to wash their hands and the childminder puts on and takes off their jumpers for them when going outside.
- The childminder uses ongoing observations and tracking to monitor children's development and plan purposeful activities. She has good working relationships with parents to ensure that she has a well-rounded knowledge of every child. The childminder works closely with parents to plan next steps and discuss any developmental concerns she or parents may have. These are addressed swiftly to ensure that children make consistent and ongoing progress throughout their time at the setting. She also uses her observations to plan activities for children to share at home each week. These activities are specific to children's developmental needs. Therefore, families are very well supported to provide continuous learning at home.
- The childminder attends regular training to support her professional development. She uses the knowledge she gains from training to enhance her teaching and the education she provides. She reflects on her practice and plans her training based around the needs of the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of safeguarding young children. She can recognise the signs of abuse and has a robust procedure in place for recording and reporting any concerns she may have. The childminder knows how to report to the local authority designated officer if she has any concerns regarding a member of her household or another professional. The childminder attends regular safeguarding training, including training on wider safeguarding issues, such as female genital mutilation and radicalisation.

What does the setting need to do to improve?

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

- extend opportunities for children to develop their independence and do more things for themselves.

Setting details

Unique reference number	EY379845
Local authority	Peterborough
Inspection number	10285726
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 October 2017

Information about this early years setting

The childminder registered in 2008 and lives in Peterborough, Cambridgeshire. She operates all year round, from 8am to 5pm, Monday and Tuesday and 8am to 2.30pm, Wednesday and Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Vikki Reynolds

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 provider and has taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about the curriculum and what she want their children to learn.
- 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.
- 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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