

Childminder report

Inspection date: 9 January 2024

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

The childminder builds warm and lasting relationships with the children and their parents. Generations of families have chosen to attend over a number of years. The children demonstrate they feel confident and secure in the childminder's welcoming home. The childminder praises children to help them concentrate and persevere on tasks. This also helps children to behave well and learn about socially acceptable behaviour. As such, children respond politely saying 'please, thank you,' and 'you're welcome' at appropriate times in conversation.

Children benefit from the childminder's play-based approach. She naturally includes the areas of learning through play. When creating a barn, children choose how they want to decorate it, allowing them to express their creativity. They attempt to cut paper with scissors to help them learn how to control tools. The childminder encourages them to match the amount of hay bales with the number of toys cows they place in the barn. This helps give children an understanding of early mathematical concepts. The childminder skilfully helps children to recall experiences when they made a visit to a farm to see the animals in real life. This helps foster children's understanding of their world around them.

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

- The childminder knows the children in her care well. She has a good understanding of child development and what children need to learn next. The childminder has a firm understanding of what children need to learn prior to their next stage of education, such as at school. However, she does not always link this clearly to the specific aims of her curriculum.
- The childminder understands the importance of children developing communication skills. She plays with children and provides them with interesting conversations to increase their vocabulary. For example, when talking about where milk comes from, the childminder labels 'teats' and 'milk churns'. Children are articulate. They repeat the words and ask simple questions. However, the childminder does not always help children to think of a range of options to solve problems and be more creative with their thinking.
- The childminder encourages children to be independent and care for themselves. She builds time into the daily routine to give them frequent opportunities to learn and practise these skills. Children proudly show the inspector how they can put their coats and shoes on by themselves.
- The childminder keeps herself up to date with training and knowledge that benefits the children. For example, she has attended courses about speech and language to support children whose speech might be behind age-related expectations. She networks with other childminders to discuss changes, including the updated regulations.

- There is a good partnership between the childminder and parents. Parents are extremely happy with the service the childminder provides. They receive regular updates about their child's learning and development. They notice how sociable their children are and comment that their children are thriving in the childminder's care. They send photos to the childminder, so she is aware of the experiences and learning the children receive at home.
- The childminder is vigilant about safety. She checks for hazards on newly laid surfaces outdoors and rectifies these, so that children can play safely. The childminder takes steps to ensure the pets are not left alone with children.
- Outside, the childminder gives children experiences to use their whole body. Children scoot up and down paths with control. They use their imaginations as they pretend to stop at the red lights.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- seek further professional development opportunities that focus on deepening an understanding of the curriculum and further enhancing teaching skills
- extend children's thinking skills, giving them opportunities to think of many possible answers.

Setting details

Unique reference number	257111
Local authority	Peterborough
Inspection number	10326378
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 May 2018

Information about this early years setting

The childminder registered in 2000 and lives in Peterborough. She operates all year round from 7.30am to 5.30pm on Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Elke Rockey

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 of the inspection.
- The childminder talked to the inspector about their curriculum and what they want the 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 provider and the inspector carried out a joint observation of an activity.
- The inspector spoke to parents and read written testimonials during the inspection and considered their views.
- The inspector looked at relevant documentation and reviewed this.
- Children talked with the inspector during the inspection.

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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