

Childminder report

Inspection date: 10 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

Children at the setting are happy and content. The childminder focuses on building positive relationships with children and families when they start at the setting. Children look to the childminder for comfort and snuggle up to her when they are feeling tired. As children grow, the childminder gives them small tasks and responsibilities. Children enjoy carrying out these jobs and demonstrate their sense of belonging and purpose at the setting. The childminder has clear expectations for children and they help her to tidy up throughout their daily routine. She supports and teaches the younger children to do the same.

The childminder teaches children about a range of emotions and children recognise a happy or sad expressions. When reading a story, the childminder talks about the pictures and children confidently identify who is feeling happy and points to the pictures. Children share this knowledge with their peers and go on to explain why the character is feeling happy. When the childminder reads to children they are fully engaged in the story and enjoy listening. Children show positive attitudes to learning and are eager to join in with activities.

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

- The childminder has implemented a curriculum that focuses on school readiness, developing children's independence, social skills, confidence and self-esteem. The childminder builds strong relationships with children throughout their time at the setting to help them feel a sense of belonging and worth. This provides children with the foundation for future learning.
- The childminder provides children and families with settling-in visits prior to them starting at the setting. She gathers information from parents, such as daily routines, likes and dislikes and what children already know and can do. However, on occasion, the childminder does not always gather this information before children begin. Therefore, she cannot use this to plan meaningful activities for children when they first start.
- The childminder enjoys reading and shares this with children. She is excited to share one of her favourite stories and the children eagerly sit and wait for her to start. She skilfully asks questions and talks about the pictures in the story to keep children's attention and extend their understanding. Children share the childminder's passion for books and demonstrate a love of reading.
- The childminder encourages children to be kind and share with peers throughout their play. Older children share the pencils when drawing and pass each other the tools when playing with the playdough, developing good social skills. However, the childminder does not always provide opportunities for younger children to practise their social skills. For example, babies do not sit with the group at mealtimes and therefore, do not experience these important social

opportunities.

- The childminder skilfully links children's learning to give them a greater understanding. For example, when children identify a frog in a story the childminder asks, 'Do you remember seeing the frogs in the garden?'. Children recall this past learning and link the frog in the story to their real-life experiences, developing a greater depth of understanding and knowledge.
- The childminder plans exciting trips out in the local community such as visiting parks, garden centres and going for walks. Children experience the wider world and gain an understanding about their local community. Children are also provided with opportunities to learn about a range of cultures and religions. They take part in cooking activities and learn about different celebrations around the world.
- The childminder attends regular training and ensures her knowledge is updated. She has recently attended training about communication and language development which has supported her to develop her teaching skills further. The childminder is also in the process of introducing home learning bags for families to share at home which was developed from further training she attended. She chooses relevant training that can be used within the setting to support the needs of the children.

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:

- strengthen the use of routine activities so that all children have the opportunity to develop their social skills
- gather information about children's learning and development before children begin at the setting so that this information can be used to precisely plan for their learning from the outset.

Setting details

Unique reference number	EY427258
Local authority	Peterborough
Inspection number	10316843
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 12
Total number of places	12
Number of children on roll	12
Date of previous inspection	17 May 2018

Information about this early years setting

The childminder registered in 2011 and lives in Peterborough. She works alongside a co-childminder and an assistant. She operates all year round from 6am until 6pm from 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

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 childminder and has taken that into account in their evaluation of the provision.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided 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.
- The inspector carried out joint observations of group activities with the childminder.

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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