

# Childminder report

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Inspection date: 18 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 has high expectations for all children. She provides clear boundaries and children listen carefully to her instructions. The childminder provides children with numerous opportunities throughout the day to develop their independence. Children demonstrate how they can wash and dry their hands by themselves, as well as cutting their own fruit and pouring their own drinks. The childminder prioritises the development of children's confidence, providing them with many opportunities to share their ideas, talk about their experiences and share their interests. Children demonstrate high self-esteem, being confident within the setting, talking and sharing their knowledge with visitors and having a positive attitude to learning.

The childminder has wonderful relationships with children. They look to her for comfort and reassurance and snuggle up to her when they are feeling tired. She spends time with children and families before they start, to develop a good working relationship and gather useful information. The childminder uses this information to support children during their first few days and weeks at the setting. This provides children with an environment where they feel happy and safe.

Children join the childminder on many trips out throughout the week. They visit a range of indoor groups to support their social development, meeting new people and making friends. Children also experience the great outdoors, visiting the local woodland and country parks.

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

- The childminder has a clear intent for the learning opportunities she provides. She adapts activities to suit children's different ages and stages of development. For example, children join together to sing nursery rhymes. The childminder uses a book to help engage younger children. She then extends this learning further for older children by carrying out an experiment. She uses questions such as, 'What do you think?' and 'Why has that happened?' to encourage children to think of their own ideas and develop their critical thinking.
- Children have access to a large garden area where there is a range of physical activities for them to experience. For example, children enjoy riding the balance bicycles and kicking the balls. Furthermore, children learn about the world around them, using binoculars to look for birds and exploring nature, counting how many flies the spider has caught in his web.
- The childminder provides children with exciting learning opportunities that spark their curiosity and fascination. Children enjoy finding ways to defrost ice balls to discover toy dinosaurs inside. They make suggestions about how to melt the ice and share their ideas with each other. However, the childminder does not always

ensure that children have a solid understanding of different concepts before moving on to the next activity. Therefore, children do not always understand, remember and link their learning experiences.

- Parents receive regular updates from the childminder about their child's day, including photos and information about what children have been learning. The childminder also gives parents verbal feedback at the end of each day. Parents receive regular progress reports detailing what their children have been learning each term. Furthermore, the childminder explains what children are going to be learning next and how parents can support this learning at home, giving children the opportunity to extend their learning further.
- The childminder is reflective of her practice and follows children's lead. When activities do not go as planned, she swiftly moves children on, keeping them engaged and continuing their learning. However, during daily routine times, such as tidy-up time, the childminder does not always encourage children to help her and teach them about the importance of keeping their environment tidy and safe.
- Children enjoy finding out about a range of cultures and religious events. They regularly visit different places of worship and learn about celebrations from around the world. Parents share their family cultures with the childminder. Children bring in traditional foods and clothing from home to share and extend children's learning experiences.

## 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:**

- ensure all children understand more, by offering clear explanations before moving on to the next learning intention, so that children make links and remember more about what they are learning
- use routine times during the day, such as tidy-up time, to provide further learning opportunities for all children.

## Setting details

<b>Unique reference number</b>	EY344349
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10316834
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	15 May 2018

## Information about this early years setting

The childminder registered in 2006 and lives in Peterborough, Cambridgeshire. She operates all year round from 8am to 5.30pm, 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 childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they 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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