

Childminder report

Inspection date: 9 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming environment that helps children to feel safe and secure as they play and learn. Children build close bonds with the childminder. They settle well and enjoy their time in the setting. Children demonstrate their genuine affection for the childminder as they cuddle up on the sofa to read stories. They laugh and smile together as they talk about what is happening in the book. Children demonstrate their increasing independence as they put on clothes for outdoor play, such as wellington boots. They show good perseverance to fasten the zip on their coat. At snack time, children learn to carefully and safely use a knife to cut up their banana.

Children are eager to play and join in with activities the childminder provides. The childminder plans activities with children's interests and learning needs in mind. Children happily make their own creations with dough. The childminder demonstrates how to roll dough with their hands to make balls and they make good attempts to copy the actions. The childminder introduces word association and hand gestures to help children learn how to recognise different shapes in the activity. Children are learning to listen and follow simple instructions; they understand and follow the routines of the day and are encouraged to use good manners.

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

- The childminder understands the skills children need to learn that will help prepare them for the eventual move to school. She carefully sequences their learning, considering what they already know and what they need to learn next. The childminder regularly assesses children's progress and uses this information to help plan further activities and experiences.
- The childminder skilfully weaves learning into children's everyday interests. For example, a chance finding of a slug on the grass leads to hunting for other animals and insects, such as spiders and snails and talking about where they live. The childminder helps children to connect the snail to one that was featured in the story they were reading together earlier in the day.
- The childminder knows the children in her care very well. She is quick to recognise where children may need additional support and works closely with parents to offer advice and encouragement to seek professional guidance.
- The childminder provides a wide range of experiences that help contribute to children's understanding of the local community and life in modern Britain. They regularly visit children's groups and local farm parks, have picnics in parks and enjoy looking for trains as they pass under a local bridge.
- There is regular communication with parents to ensure that children's needs continue to be met and both they and the childminder work together to support

their learning and development. Parents feel that the childminder is kind and patient, and children flourish in her care.

- The childminder carries out daily checks to ensure children are cared for in a safe and clean home. She takes steps to minimise any risks when children are taken on outings. Children learn to manage their own self-care. They are becoming more independent to use the toilet and are familiar with hygiene routines, such as washing their hands before eating.
- The childminder understands the importance of talking to children to build their vocabulary and language skills. They have plenty of opportunities to hear stories and sing their favourite songs. The childminder asks children questions and encourages their thinking skills. However, at times children hear too many questions in quick succession and are not always given enough time to process what is being asked. This means sometimes children can feel a little overwhelmed and do not engage.
- The childminder ensures that any required training, such as safeguarding and paediatric first aid, is completed and refreshed in a timely manner. However, the childminder does not consistently seek other professional development opportunities, to update her knowledge and skills in childcare and help raise the quality of teaching to a higher level.

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:

- give children more time to process their thoughts and respond to questions
- seek further ways to focus professional development opportunities on enhancing teaching skills and knowledge to a higher level.

Setting details

Unique reference number	2673922
Local authority	Peterborough
Inspection number	10354902
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	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Peterborough. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their written 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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