

Childminder report

Inspection date: 22 October 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 finds out about children's individual needs from their parents before they start. She adapts her provision so that children's needs can be met. The childminder warmly responds to children. She is calm and compassionate, and children enjoy interacting with her. They invite her into their play, and she enthusiastically joins in. The childminder has created an inviting playroom. Children choose the toys they would like to play with. The childminder positively supports children's behaviour. She models manners, and children say 'please' and 'thank you' without being reminded.

The childminder promotes children's independence and resilience. She works with parents to support children with their toilet training. She encourages children to keep trying when they are faced with difficult tasks. She gives children plenty of time to put their own slippers on. The childminder praises and encourages children. She helps them to think about what they can do now that they could not do before. Children persist and are proud of their achievements. The childminder identifies when children need extra help with their development. She supports children with special educational needs and/or disabilities (SEND). She provides further resources to support their sensory needs. Children make good progress with their learning and development.

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

- The childminder provides a clean and safe environment for children to play in. She keeps children safe in the setting and when out in the local community. The childminder offers children healthy meals and snacks. She ensures that children have access to drinking water after engaging in physical activity.
- The childminder helps children to assess risks for themselves. She supports them to think about whether an activity is safe. She encourages them to take risks and try new things. Children attempt to balance and spin on stepping stones. This provides them with challenge and extends their skills and confidence. The childminder engages in imaginative play with children. Together, they rock baby dolls to sleep and change their nappies. This develops children's empathy and communication skills.
- There is good support for children's physical development. Children use the seesaw and stepping stones inside to develop their coordination and movement skills. The childminder provides sensory floor tiles. Children explore how different textures feel with their feet. Children use tweezers to pick leaves up and build towers with blocks. This helps them to develop their fine motor skills.
- The childminder supports children's language development well. She speaks clearly and gives children time to respond to her. However, sometimes, the childminder asks children too many questions, which occasionally prevents them

from processing information and learning effectively. Children read stories with the childminder. The childminder quickly recognises when children need help with their communication and language development. She provides the support they need to make progress.

- Children develop their understanding of the outside world. The childminder takes children on trips out of the setting to farms and parks. Children enjoy doing crafts to celebrate special days, such as Mother's Day. The childminder teaches children about colours and shapes. She embeds counting into everyday activities. However, occasionally, the childminder's intent for children's learning is not implemented effectively, such as opportunities to support children to recognise colours in a meaningful way.
- The childminder has developed very strong relationships with parents. They comment on the childminder's 'unwavering commitment and exceptional care'. The childminder works in close partnership with parents and other professionals to support children who have SEND. She carries out detailed assessments of children's learning and development and provides support to enable all children to make progress.
- The childminder works closely with other local childminders to provide community play sessions. This helps children to develop their social skills and confidence. The childminder shares ideas and information with other childminders. She reflects on her practice. She attends training to develop her knowledge of supporting children with SEND. This helps her to develop her skills. The childminder would like to further develop the use of natural resources in her setting.

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:

- find effective strategies when reading with children to give them more time to process information
- ensure that intent for children's learning is effectively delivered across all activities provided so that children can learn in a meaningful way.

Setting details

Unique reference number	EY100941
Local authority	Peterborough
Inspection number	10355282
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 9
Total number of places	6
Number of children on roll	21
Date of previous inspection	23 November 2018

Information about this early years setting

The childminder registered in 2001 and lives in Orton Wistow, near Peterborough. 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

Tracy Joyce

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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