

Childminder report

Inspection date: 24 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 provides a welcoming environment for children and their families. She works from a cabin in her garden with a designated outdoor space specifically for children. The childminder has a good understanding of the skills children need in preparation for school. She focuses her teaching on children's social skills, independence and language development. Children demonstrate good social skills, recognising whose turn is next during group games, and they behave well. The childminder offers support for younger children and reminders when needed. This helps children to apply these skills independently.

The childminder provides learning opportunities that interest children. When she introduces new activities, children are excited and eager to get involved. Children demonstrate high levels of engagement throughout adult-led play. The childminder uses conversations to keep children focused on the task in hand, and, therefore, children learn new skills and practise their speech and language.

Children demonstrate their independence when carrying out personal hygiene routines. For example, children blow their own nose, go to the toilet independently and wash their own hands. The childminder encourages children to try things for themselves, supervising close by and offering help when needed.

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

- The childminder provides exciting opportunities that spark children's awe and wonder about the world. Children enjoy mixing colours in water. They confidently share what colours they mix together and watch as the water changes. Children are excited to experiment further and continue to watch the effects of their experiment.
- Children thoroughly enjoy listening to stories. The childminder reads with enthusiasm, asks questions and encourages children to practise their counting skills. Children listen carefully to the childminder as she reads, and they demonstrate a love of books.
- The childminder provides a range of outings for children. They enjoy visits to the library, toddler groups, various parks, outdoor spaces and zoos. The childminder is passionate about developing children's social skills, and, by visiting different places, children are able to build friendships outside of the setting.
- The childminder teaches children a range of mathematical skills, including counting and shape recognition. However, she does not use every opportunity to extend learning further. For example, at times, she does not correct children's pencil grip or encourage them to use different tools to develop their fine motor strength.
- The childminder provides ample opportunities to develop children's speech and

language. Children enjoy listening to stories, singing and taking part in general conversations throughout their play. The childminder repeats words clearly to correct children's pronunciation, and, where appropriate, she begins to teach children phonic sounds. This helps children become confident communicators.

- The childminder recognises when children may need additional support in specific areas of learning. She supports families and makes referrals to other professionals to gain additional help. This improves children's learning and outcomes to ensure that they make sufficient progress.
- The childminder is reflective of her own practice and setting. She adapts her practice to support her own mental well-being, enabling her to be a productive and effective teacher for young children. However, over time the childminder has accumulated a lot of resources. This has an impact on the available space children have in the environment to move freely and make choices.
- Parents comment on the good communication in place. They receive regular updates via the online app, and the childminder talks to parents at pick-up time regarding children's day-to-day care. Furthermore, the childminder shares with parents what children are learning and how they can support children together. This gives children plentiful opportunities to practise, and they learn new skills very quickly.
- The childminder attends regular training opportunities to enhance her own knowledge and skills. She uses this to implement new ideas at the setting and enhance children's learning opportunities, providing a high standard of care and education for 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:

- use every opportunity to extend children's learning further during child-initiated play
- consider the organisation of the environment to help children choose resources and explore more freely.

Setting details

Unique reference number	EY386824
Local authority	Peterborough
Inspection number	10363743
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 January 2019

Information about this early years setting

The childminder registered in 2009 and lives in Werrington, Peterborough. She operates from 8am to 5.30pm, Monday to Thursday, all year round. The childminder provides funded early education places for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on the children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder spoke to the inspector about how she supports children with special educational needs and/or disabilities.

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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