

Childminder report

Inspection date: 12 December 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 thoroughly enjoy their time with the childminder. They benefit from an established routine and know what will happen next. Children are very well settled and engage with enthusiasm in the well-planned activities that the childminder provides. The childminder knows the children very well and is kind and attentive to ensure their individual needs are met. The childminder seeks children's consent and ideas, adapting how she delivers the curriculum to ensure their emerging interests are reflected. This helps to motivate children to join in and explore the learning environment.

The childminder talks to children as they play. She introduces new words and gives explanations to help children understand and make links to their actions. Children remember making salt dough the previous day. The childminder reminds them about the mixed spice they used to give the salt dough an aroma. They add more spice to the mix and learn how this makes the smell stronger. Children learn to take turns as they play. They wait patiently to add spice to the dough before using shaped cutters. Children learn about each other's rights to play and demonstrate respect towards each other and to adults.

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

- The experienced and well-qualified childminder has established a curriculum that helps children build on what they know and can do to be ready for the move to school. She has a good understanding of typical child development and works incredibly hard to provide children with meaningful learning experiences. Children gain the key skills they need for life in modern Britain.
- Parents are very positive about the childminder. They say that their children are happy and well cared for. Parents say that they appreciate the support the childminder provides, especially tips on feeding and when children have minor ailments. They add that they are well informed about their child's day and what they are learning.
- The childminder provides children with a range of resources and opportunities to make marks and develop their muscles to eventually hold a pencil. Children choose different-coloured paint to make Christmas decorations. They explore what happens when they mix colours together and make marks in the paint using their fingers. The childminder helps children build muscle control as they peel stickers and use ink stamps, carefully removing the lids. She talks to children, narrating their actions and developing relaxed conversations.
- Children are confident talkers. They express their views and ideas clearly. The childminder values what children have to say. This helps them to build good levels of self-esteem and positive attitudes to learning.
- The childminder follows children's lead in play. She builds on children's strong

interest in vehicles to help them embed new learning. Children learn to count, remembering the numbers in order. They are beginning to say one number for one object. The childminder provides children with real experiences, such as using a car wash. She supports children when they choose to replicate this experience in their play. She helps children think about what they need to wash the toy cars as they recall how the car wash operates.

- The childminder encourages children to do things for themselves. They know why they wash their hands before eating meals and manage toileting routines well. However, adults do not always role model good hygiene routines. They do not always wash their hands after helping children to wipe their nose.
- The childminder ensures that any assistants working with her have completed statutory training, such as paediatric first aid and safeguarding. However, training for assistants is not yet focused on raising the quality of teaching. Sometimes, children are not encouraged to problem-solve and think more deeply as adults tend to offer their own ideas.
- The childminder ensures that children have opportunities to explore nature. She knows that some children prefer to learn outside. Children enjoy regular trips to woods and local parks. They build good physical skills as they run, climb and balance using large play equipment and traversing different terrain.

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:

- build on hygiene routines further so that adults act as good role models for children and help to reduce the risk of cross-infection
- focus professional development opportunities for assistants more precisely to raise the quality of teaching further.

Setting details

Unique reference number	EY442027
Local authority	Peterborough
Inspection number	10371251
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 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	6 September 2021

Information about this early years setting

The childminder registered in 2012. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4. She works with an assistant. The childminder provides government funded early education for eligible children.

Information about this inspection

Inspector
Gail Warnes

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.
- Children spoke with the inspector during the inspection.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents provided written feedback and the inspector took account of their views.
- 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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