

Childminder report

Inspection date: 19 November 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 safe and welcoming environment for children and families. She provides a clear structure for each day, and this helps children to settle well and know what is happening next. The childminder also sets clear boundaries to help manage children's behaviour. Overall, children behave well. They enjoy sharing their experiences with the childminder and visitors to the setting. The childminder teaches children the importance of listening and following instructions. This helps to keep children safe when they are out walking in the local community.

Children gain a good knowledge and understanding about the world around them. The childminder provides a range of learning opportunities to extend and broaden children's understanding. They enjoy trips out in the local community, meet new people and learn about animals and their habitats.

The childminder promotes healthy lifestyles with all families. Children learn about healthy food options through their play and the childminder provides healthy snacks for children to eat. The childminder shares information with parents to support healthy choices. For example, she shares with parents the importance of drinking water rather than juice. Furthermore, the childminder provides plenty of opportunities for children to exercise. They enjoy visits to the local play park, soft-play areas and access the garden every day. Children also walk to school and to local play groups with the childminder most days.

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

- The childminder has a good understanding of the skills children need, to prepare them for their next stage of learning. She supports children's speech and language development and social skills well. Furthermore, she prioritises children's confidence and offers praise and reassurance, as well as ample opportunities for children to practise skills and complete tasks for themselves.
- The childminder tracks children's learning closely and plans opportunities for children to practise new skills. However, she has not fully implemented a sequenced and challenging mathematics curriculum and, therefore, children's mathematical skills do not always progress as quickly as other areas of learning.
- Children demonstrate a good understanding of personal hygiene and the importance of washing their hands. During role play, children talk about washing their hands before 'eating' their pretend food. The childminder joins their play and models good handwashing skills and children copy her actions.
- Children demonstrate excellent self-care skills. For example, they confidently put on their own shoes and coat, use the toilet and cut their own fruit at mealtimes. That said, the childminder does not always enable children to make independent

choices throughout their play. For example, children struggle to find the resources they want and the childminder often has to do this for them.

- Overall, children make good progress in their learning. The childminder knows children well and recognises the importance of providing them with opportunities to develop their social skills. She regularly meets with other childminders and larger groups of children. This gives children the chance to practise important social interaction, where they learn to take turns, share special toys and develop their confidence when talking to new people. This prepares children well for their next stage of learning in a larger setting.
- The childminder provides children with opportunities to read and listen to stories. Children are excited to choose a story and listen to the childminder read. She talks about the pictures and asks children questions to support their understanding. Children benefit from opportunities to develop their speech and language skills.
- The childminder attends regular training to refresh and extend her own safeguarding knowledge. This keeps her up to date and well prepared for managing any safeguarding concerns or allegations. Additionally, the childminder is reflective of her practice and recognises when some activities do not go as she planned and the reasons why this has happened. She uses this to enhance future learning opportunities, providing a high standard of teaching.

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:

- strengthen the curriculum for mathematics to deepen children's understanding of numbers, counting and measurement
- provide children with the opportunities to make independent choices about their learning.

Setting details

Unique reference number	EY468294
Local authority	Peterborough
Inspection number	10364210
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	30 January 2019

Information about this early years setting

The childminder registered in 2013 and lives in Peterborough. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- 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 has on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the childminder.

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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