

Childminder report

Inspection date: 20 August 2021

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

Children form warm relationships with the childminder and demonstrate they feel safe and emotionally secure in her home. When children arrive, they predict what activities could be on offer. This helps to build children's excitement and anticipation. For example, children eagerly talk about a recent pond-dipping experience and are enthusiastic about revisiting the event again.

Children display a positive attitude to their learning. They are happy and confident to lead their own play and select resources that develop their curiosity, creativity, and imagination. For example, children explore a large cardboard tray, they decide between them who will be the driver and where they are going to go on their journey.

Children show strong levels of independence and attend to their personal care needs accordingly. For example, they put on their own socks and boots for outdoor activities. Children follow good hygiene routines and know to wash their hands after they have been to the toilet and before they eat.

Children of various age groups interact well together. They are kind to their friends and are learning to share. When any conflict arises, the childminder supports the children to resolve any issues effectively.

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

- The childminder works well with parents. Due to the COVID-19 (coronavirus) pandemic, parents are not currently able to enter the childminder's home. However, she shares detailed information with parents upon collection and electronically. Parents speak highly about the childminder and talk about their children's progress.
- The childminder is a good role model. Children understand the expectations for behaviour. The childminder talks to them about the importance of being nice and offers suggestions to help children think about how they can find a solution to their problem. Children behave well, they follow instructions and are supported to take turns by the childminder. As a result, children are learning to be caring and respectful towards each other.
- Children become independent learners. They thoroughly enjoy immersing themselves in sensory activities. For example, children investigate the texture of slime and drop objects into the slimy mixture. They concentrate for prolonged periods of time, experimenting and repeating actions, enabling them to learn about cause and effect.
- The childminder ensures children receive plenty of fresh air and exercise. They go outside on a daily basis and have fun getting messy. For example, children

use various containers to fill, empty and transport water and mud from one area to another. Children practise their emerging mathematics and science skills as they make comparisons, solve problems and experiment.

- Children demonstrate strong mathematical skills. The childminder introduces mathematical language into a range of activities. She often talks about numbers, colours and quantities as children play.
- The childminder identifies what children already know and can do when they initially enrol with her. She completes regular assessments, including the progress check for children aged between two and three years. She closely monitors their development to identify any gaps in learning. Children make good progress and demonstrate they are ready for the next stage in their education.
- The childminder liaises with other settings where care is shared, to discuss children's learning objectives and create consistency in their education.
- Children enjoy joining in with familiar songs and rhymes. This helps to develop children's listening and attention and communication and language skills. However, the childminder does not always choose the best place to do this, as children become easily distracted with the toys nearby.
- The childminder evaluates her provision and identifies areas for further development. She is clear about what she wants children to learn. However, sometimes, her questioning does not provide sufficient opportunities to further challenge and extend the learning for the most-able children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of her child protection responsibilities and completes safeguarding training to help keep her knowledge up to date. She knows how to recognise possible signs of abuse. She has a clear policy and procedure in place for reporting any concerns she may have about the welfare of a child in her care, including the wider safeguarding issues, such as children being exposed to radical and extreme views.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the planning of the learning environment to support the objectives of planned adult-led activities
- broaden the range of methods to support most-able children to increase the use of their problem-solving skills.

Setting details

Unique reference number	2516956
Local authority	Peterborough
Inspection number	10191814
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Peterborough. She operates all year round from 7.30am until 6pm, Monday to Friday, including bank holidays and with the exception of family holidays.

Information about this inspection

Inspector

Marie Walker

Inspection activities

- This was the first routine inspection the setting received since the COVID 19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- A planned activity was jointly observed and evaluated by the inspector and the childminder.
- The childminder and the inspector completed a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- The inspector spoke to parents and read written feedback to gather their views.
- The inspector viewed a range of documentation, including training certificates, and Disclosure and Barring Service check records.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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