

Childminder report

Inspection date: 20 April 2022

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 are happy, comfortable and confident in the relaxed environment that the childminder provides. They show that they feel safe and secure in the childminder's care. Children behave very well. They are beginning to learn how to share and take turns using a variety of resources. They happily play together and respond well to simple instructions. Children understand routines well and cooperate when they have their nappy changed. The childminder initiates conversation and discusses children's individual interests, which helps to promote their communication skills.

Children show eagerness to join in with various activities and enjoy a varied range of purposeful learning opportunities. They are excited to participate in activities, indoors and outside, and especially enjoy exploring the garden. For example, they laugh and smile as they run and walk with confidence. Children have good opportunities to develop their physical skills. For instance, children correctly use large tweezers, which helps to strengthen their small-muscle skills in preparation for early writing.

Children form strong relationships with the childminder and seek her out for reassurance when they feel tired or upset. Children regularly go on outings with the childminder. They learn about nature and the local community as they visit parks, woodlands, streams and farms. Children build good language skills and develop confidence in social situations, such as when they visit the local family centre.

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

- The childminder knows the children and their families very well. She gathers information from parents when children first start, to help to establish children's starting points. The childminder knows what children need to learn next and plans effectively to support their progress, taking into account their individual stage of development and emerging interests.
- Parents comment that the childminder's communication is very good. They say that she keeps them informed about their child's day, their interests and progress in learning. Parents state that the childminder is always helpful and understanding. They say that they trust her fully. The childminder ensures that regular communication is maintained in order to gather information and support families, such as when children's circumstances are changing at home.
- Children's behaviour is very good. Children listen to the childminder and confidently follow simple instructions to help tidy up. They respond positively to age-appropriate boundaries set by the childminder, who gently reminds them to share and take turns.
- Children enjoy a range of outings that help to build their confidence and social

experiences. For example, the childminder organised a bus trip into the local town and encouraged older children to order their food in a cafe.

- Children have plenty of opportunities to sit, read and relax during the day. They share and read stories together. Children point to illustrations in stories as the childminder names objects, which helps to support their speech and language development. Children receive lots of encouragement to repeat the words they hear and turn pages in the book.
- Children build good levels of independence. The childminder teaches children to manage their personal care needs, such as washing their hands before and after mealtimes and after outdoor messy activities. Children freely choose from a good range of toys and resources that are readily accessible.
- Children develop good physical skills. They manage and learn how to take risks. For instance, they use available resources, such as tyres and planks, to create an obstacle course.
- The childminder creates exciting and purposeful play opportunities that help children to build on what they already know. She listens to what children say and responds positively to help to develop meaningful conversations. However, sometimes, the childminder does not give children time to think and answer a varied range of questions.
- The childminder reflects on her practice and considers where she can improve. However, she has yet to focus sufficiently on identifying ways to improve the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibility to protect children from harm. She completes mandatory training and attends regular meetings about safeguarding and child protection. This ensures that she stays up to date with any changes in legislation. The childminder has a secure knowledge of how to recognise signs that may indicate a child is at risk of harm. She is confident in the reporting procedures should she have any concerns about a child's welfare. The childminder demonstrates a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extremist views and female genital mutilation.

What does the setting need to do to improve?

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

- give children time to think and answer varied questions
- focus professional development on raising the quality of teaching to the highest level.

Setting details

Unique reference number	2523771
Local authority	Peterborough
Inspection number	10208186
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Wittering, near Peterborough. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kerrie Osler

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector and the childminder jointly evaluated an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- A number of parents provided written feedback and the inspector took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022