

Childminder report

Inspection date: 22 August 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 thoroughly enjoy their time with the childminder. They are relaxed and well settled. Children show that they feel safe and secure in the childminder's care, confidently choosing toys and resources that are on offer. Babies form strong bonds with the childminder, babbling and smiling to communicate their needs. They relish the childminder's interaction and show enjoyment as she joins in with their play. Older children become more confident around others, regularly checking in with the childminder.

Children learn to share and are sensitively supported to learn to compromise. When playing in a tray, children are supported to share resources. Children are keen to be involved in interesting activities, such as a 'dinosaur farm' with different textures provided by cereals, that children explore. Older children add a narrative to their play, whereas babies confidently explore different textures while being supported to stand at the tray.

Children have access to a spacious garden where take part in a variety of activities outdoors, adapting provision where necessary to meet the needs of all children. The childminder makes use of local amenities, such as the park and local language groups, so that children interact with others and experience their wider community.

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

- The childminder is aware of children's individual learning needs and interests. She plans activities she knows will engage children and then extends their learning. For example, when some children are very interested in farm animals, the childminder uses the opportunity to extend their knowledge and vocabulary by adding other resources, such as toy dinosaurs and spoons to add additional props to support imaginative play.
- Interactions between the childminder and children are always warm and positive. The childminder is careful to respond to children and she repeats what they say when speech is unclear and introduces new vocabulary during play. Younger babies use sounds to communicate their needs, which the childminder acknowledges, making them feel valued.
- The childminder provides exceptional care for children with special educational needs and/or disabilities. She works very closely with other professionals to ensure that children achieve the best possible outcomes and supports the transition to school using strategies that are unique to each child. Provision is adapted to suit the individual needs of each child and children are taught to sign to others as a way of promoting inclusion.
- Parents are positive about the childminder. They state how much their children enjoy attending and that they look forward to coming to her house. Parents

comment that the childminder is 'extremely reassuring, professional and friendly'. They appreciate the information that she shares about their children, including the completion of the progress checks for children aged between two and three years of age, and information about daily activities.

- Children are encouraged to persevere with difficult tasks. For example, babies post small picture cards into a toy refuse truck and work out how to empty it. Older children take the lids off of their lunch boxes independently and enjoy the praise they receive from the childminder. However, sometimes the childminder does not have high enough expectations about what children can do for themselves, even at an early age.
- Children benefit from hands-on, real-life experiences. The childminder gives children plenty of time and opportunities to practise and embed new learning. For example, she helps children to learn about healthy foods, and they pick blackberries and collect eggs from chickens in the community. Older children have fantastic imaginations. They create and develop their own ideas, and show great concentration as they use resources to express their creativity.
- The childminder has established a good-quality provision since her registration. She regularly undertakes training initiatives online and understands how these will benefit the children she cares for. She continually adapts her practice to build on what children already know and can do.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from the potential risk of harm or abuse. Safeguarding procedures are robust and fully understood by the childminder. She works with other agencies, where necessary, to ensure that children are protected. The childminder has a good understanding of wider aspects of safeguarding, such as the 'Prevent' duty.

What does the setting need to do to improve?

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

- have higher expectations of children regarding their self-care skills and build this into the curriculum from an early age.

Setting details

Unique reference number	2556754
Local authority	Peterborough
Inspection number	10239191
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Newborough, Peterborough. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Amy Clarkson

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 discussed how the curriculum is implemented and the impact this has on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation and evidence of the suitability of individuals living in the household.
- The inspector and the childminder carried out a joint evaluation of an activity.

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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