

Childminder report

Inspection date: 19 January 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 settle well and quickly form strong bonds with the childminder. They show that they feel safe and secure as they choose to play with the childminder. Children learn about the facial features of dolls. They compare this to their own facial features and start to learn about each other's similarities and differences.

Children enjoy playing outside each day. They know what they need before going outside and build independence as they put on their coats and shoes, with help from the childminder if needed. Children listen to the childminder and follow simple instructions. For instance, they learn about road safety and tell the childminder when and why it is safe to cross the road. Children have good opportunities to develop their physical skills. Younger children receive lots of support and encouragement to help build their confidence with walking. Children enjoy running outside, learning to use ride-on toy vehicles safely and take supervised risks as they negotiate large play equipment at the play park. They explore a wide range of toys and sensory materials, such as play dough and shaving foam. This helps children build small-muscle control to hold pencils and make marks. Children show increasing concentration as they sit and listen carefully to stories that the childminder reads to them.

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

- The childminder knows children well. She has a good understanding of typical child development and plans experiences for children to build their knowledge over time. The childminder extends children's learning through their individual interests. She works closely with her co-childminder to ensure all children's individual needs are met and that each child receives appropriate challenge to help them progress their learning and development. The childminder reflects daily on children's engagement and progress to ensure all children have time to practise new skills and embed new knowledge. She provides children with meaningful experiences to help them make sense of the world, such as visits to the farm and space museum.
- Children choose from a wide range of fiction and non-fiction books. They snuggle with the childminder who reads the books to them with enthusiasm. Children repeat some words they hear. The childminder sings songs regularly with the children. For example, children sing nursery rhymes when they play on the see saw. The childminder uses repetition of some familiar songs that help children to settle when they first start.
- Parents are very positive about the childminder and her co-childminder. They state that their children are happy and very well cared for. They add that the childminders are kind and adaptable, and that they feel well informed about their child's day and what they are learning. Parents explain the progress their

children have made in speech and self-confidence since starting with the childminders.

- Children receive lots of support and encouragement to try new things. This helps children build good levels of self-esteem and can-do attitudes. Children show increasing levels of independence. For instance, they know they must wash their hands before eating lunch and show familiarity to sanitise their hands when entering the childminder's home.
- The childminder helps children to share and take turns. Children wait patiently for a turn on the swing at the park, as they know they will have a fair turn. The childminder acts as a good role model for children. She is kind and respectful towards all children and adults.
- The childminder is committed to improving her practice. She attends regular training and conducts research to build her knowledge and skills, including seeking professional early years qualifications.
- The childminder follows children's lead in play. She talks to children as they play. However, she does not always introduce a wide range of words to help children develop their understanding and build their vocabulary further.
- The childminder provides children who speak English as an additional language with good support. For example, she uses pictures and simple words to help them develop their understanding of English. However, she does not always encourage all children to use their home language in her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training about child protection and safeguarding children. She reads widely to build her knowledge of safeguarding issues. The childminder knows the indicators of abuse and neglect. She knows what to do should she have any concerns about a child's welfare or about an adult working with children. The childminder is knowledgeable about wider safeguarding issues, such as the risks to children of being exposed to extremist views. She makes effective use of risk assessments to provide children with a safe environment.

What does the setting need to do to improve?

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

- help children to build a rich and varied vocabulary
- enhance understanding of how to support children who speak English as an additional language even further.

Setting details

Unique reference number	2563328
Local authority	Peterborough
Inspection number	10220156
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 7
Total number of places	6
Number of children on roll	17
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 5am until 8.30pm, Monday to Sunday except family holidays and bank holidays. The childminder provides overnight care. She works each day with another registered childminder. The childminder provides funded early education for eligible two-, three- and four-year-old children.

Information about this inspection

Inspector
Gail Warnes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 of this on children's learning.
- The inspector reviewed the written feedback provided by parents and 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.

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