

# Childminder report

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Inspection date: 27 January 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|-----|
| Overall effectiveness at previous inspection | Met |
|----------------------------------------------|-----|

## What is it like to attend this early years setting?

### The provision is good

Children are confident, happy and settled in the childminder's care. They build strong bonds with the childminder, showing genuine affection for her. Children respond positively to the boundaries set. When they finish playing with play dough, they help to tidy up before they go outside. Children behave very well and use polite language, showing respect towards the childminder and her home. Children's safety is promoted effectively as the childminder ensures that her home is secure.

Children show a strong desire to be helpful and independent. For example, they put on their coats and shoes and take responsibility for their personal care. They ask the childminder for a cloth to wipe the rainwater from the swing before climbing up. Children thoroughly enjoy being outside. They have plenty of space to be active, for example when they choose a scooter and ride through puddles.

Children gain the key skills and positive attitudes to support the next stage in their learning. They use number in play and count accurately as they imaginatively add six legs to dinosaurs they create using play dough. Children welcome everyone to join in with their play and share their activity with both the childminder and the inspector. They show and explain clearly to the inspector how to use the play dough and cutters to create a dog.

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

- The childminder knows children well. She plans activities and meaningful experiences that reflect their emerging interests. She observes children as they play, makes assessments of their progress and identifies what they need to learn next.
- Children are confident talkers and gain wide vocabularies. The childminder talks to children as they play, introducing new words, such as 'scrunch', as they manipulate play dough. She encourages children to talk about their experiences and home lives. She gives children time to answer questions and share their thoughts.
- Children thoroughly enjoy looking at books and listening to stories. They anticipate words and phrases from books that are firm favourites. The childminder encourages children to choose a book to take home and share with their parents each week. This helps to inspire children's imaginations and build a love of reading.
- The childminder provides good opportunities to help children gain good mathematical skills. Children confidently count and use number as they play. They speculate how tall the flowers will grow when they plant bulbs with the childminder. Children show that learning is embedded when they use prior knowledge in different situations. For instance, they tell the childminder the seat

on the swing needs to be higher not lower.

- The childminder encourages children to talk about their differences and similarities. She takes children on regular outings into the local community. Children attend library groups with the childminder and play at local parks. They learn about customs and faiths that are different to their own. For example, they celebrate Chinese New Year and Diwali.
- The childminder gives children lots of praise and encouragement. Children show positive attitudes and master skills, such as using scissors, from an early age. They show good levels of resilience and emotional well-being. For instance, when they fall off the scooter, they check themselves over for injury and climb back on the scooter to enjoy the ride again.
- Children learn how to grow fruit and vegetables. They help the childminder at her allotment, growing a wide range of food such as raspberries and blackberries, carrots, leeks and potatoes. They help to harvest the food and enjoy tasting the produce with the childminder. Children help to care for the childminder's chickens and collect eggs that they lay. They gain a good understanding of where the food they eat comes from through meaningful first-hand experiences.
- The childminder shares information well with parents about their child's day and the progress that they make in learning. However, she does not consistently provide parents with ideas and information so that they may support children's individual next steps in learning at home.
- The childminder is experienced and uses online research to keep her knowledge updated. However, she does not target her professional development precisely enough on developing her teaching skills to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training on child protection. She uses online research and training to help to keep her knowledge updated. The childminder knows the possible indicators that a child is being abused. She knows what to do should she have any concerns about a child's welfare. The childminder has a good knowledge of wider safeguarding issues, such as the risk to children of being exposed to extremist views or behaviours.

## What does the setting need to do to improve?

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

- enhance parent partnerships further so that parents know how they may support their child's individual learning at home
- seek further ways to focus professional development opportunities on enhancing teaching skills and knowledge to an expert level.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 256939                                                                            |
| <b>Local authority</b>             | Peterborough                                                                      |
| <b>Inspection number</b>           | 10083409                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 2 to 10                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 3                                                                                 |
| <b>Date of previous inspection</b> | 23 September 2014                                                                 |

## Information about this early years setting

The childminder registered in 1979 and lives in Peterborough. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Gail Warnes

### Inspection activities

- The inspector viewed the areas used for childminding purposes with the childminder. They discussed how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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