

Childminder report

Inspection date: 29 June 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 and settled in this friendly childminding setting. They feel safe and secure, readily going to the childminder for cuddles and to share their play experiences. Children are helped to understand right from wrong and play harmoniously together. They thoroughly enjoy the 'high five' they receive from the childminder for their efforts. As a result, children learn how to regulate their own behaviour. Children use their manners, share, and take turns. This helps them to engage well with each other.

Children develop a positive attitude to learning. Overall, the childminder supports children's developing speech and language skills. The childminder is careful to ensure that all children are fully included in the activities and routines of the day.

Children benefit from the well-planned curriculum that promotes their learning across all seven areas of development. They enjoy having the freedom to choose what they want to play with and if they want to be inside or outside. Children show curiosity in all their activities and a willingness to join in and try new things. For example, they show delight as they mix ingredients together when making play dough in their bowls without help.

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

- The childminder is calm and confident in her interactions with children. She knows their individual characters and next steps exceptionally well and records observations made. These show that children make good progress. There is a focus on transitioning to school and the childminder works hard to build the necessary skills with children before they move to the next stage of their journey.
- The childminder has good systems in place to monitor children's progress. She knows what skills and knowledge she wants children to learn. For example, the childminder promotes children's independence skills. Young children can select their own resources and know where to put them away. They use cutlery carefully and are beginning to wash their hands independently.
- The childminder gets to know children well. She gathers detailed information when they join and builds on what they know and can do. The childminder plans a curriculum full of activities that appeal to their interests. For example, children enjoy playing with toy cars and other vehicles. The childminder extends this interest further by encouraging children to count the wheels and name the colours they can see.
- The childminder uses every opportunity to encourage children to communicate. She uses ongoing commentary as children play and introduces new vocabulary. She counts with children in routine play situations. However, she sometimes

overlooks opportunities to further promote children's thinking skills. She does not consistently give children enough time to think, respond to questions, and give their own ideas.

- The childminder promotes healthy eating and healthy lifestyles. She provides healthy snacks throughout the day. Children have daily access to the childminder's well-resourced garden. They go for walks daily and visit local parks, where children run, jump and climb on equipment. This helps to develop children's large-muscle skills and promotes an understanding of healthy eating and healthy lifestyles.
- The childminder keeps parents fully informed about their children's day and learning. Written testimonials from parents demonstrate the friendly and trusting relationships the childminder has with them. Parents describe the childminder as 'like family'. They are confident that their children 'receive learning with a purpose'.
- The childminder demonstrates a clear vision. She is willing to evaluate her practice and is constantly striving to develop herself. This translates to the care and attention that the children and families in her care receive. She is passionate about creating better outcomes for all children. This is shown in her application for funding, which is exceptionally well allocated to target positive development for those considered to be disadvantaged. She works in collaboration with other childminders to ensure that children in her care get a chance to have the best possible experiences and make significant progress, before moving on to the next stage of their learning.
- The childminder provides opportunities for children to learn how they can keep themselves safe. For example, she talks to children about road safety and not to speak to unfamiliar people. Children take part in fire evacuation drills. This helps them to understand how to leave her home safely in the event of a fire.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe and secure. She takes advantage of training opportunities to develop her skills in child protection. She understands who to go to with her concerns about the welfare of a child. She knows what to do if an allegation is made against herself or a member of her household. The childminder ensures that she is fully aware of children's individual needs and manages these effectively. The childminder makes sure that she keeps up to date with local procedures to ensure that children are kept safe.

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, respond to questions and explore their own ideas.

Setting details

Unique reference number	2569946
Local authority	Peterborough
Inspection number	10239533
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	2 to 4
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Peterborough. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Julia Maynard

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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.
- The childminder and the inspector evaluated children's learning during planned activities and when they played.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to the childminder and looked at a sample of the childminder's documentation, including training records and evidence of the suitability of those living on the premises.

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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