

Childminder report

Inspection date: 1 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed to this setting. They quickly develop positive relationships with the childminder, who gets to know them and their families well. Children feel emotionally safe. They settle quickly and approach the childminder confidently, who is kind and responsive to their needs. The childminder tunes into children to listen and support each child sensitively. Children are learning to manage their own behaviour and consider the impact of their actions on others. There are close relationships between all adults and children. Regular, effective communication ensures that children can make progress. For example, the childminder works with parents to support children to move from bottles to cups, and with toilet training. The childminder has identified where children's language development has been affected by the COVID-19 pandemic, and all children, including those who receive additional funding, are supported to make progress with their speech and language. Children are kept safe. The childminder works with families to ensure that healthy lunches are provided and drinking water is always available. Children participate in activities that support physical activity, such as outings to the park or popping bubbles in the garden. Children develop their learning across the whole curriculum as varied and interesting opportunities are provided and keep children engaged and motivated in their learning.

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

- The childminder develops strong relationships with parents, using information gained from them to inform her assessment of the children's learning and development when they start. She is quickly able to identify areas that require extra support and takes action to provide this. She knows how to adapt her approach depending on children's individual needs. Children make good progress.
- Children who receive additional funding are well supported and the childminder supports children to settle quickly so that they can start to make good progress with their speech and language. She uses different strategies to support children's speech, such as singing and reading stories. She knows how to use other strategies, but these are not always consistently used. There is also an overuse of direct questioning for two-year-old children. From their initial starting points, children are making good progress with their speech, which enables them to ask questions and interact with each other.
- The childminder uses information from children's 'All about me' form that parents complete, to inform her approach to supporting positive behaviour. She calmly and patiently supports children to share and not throw. Children confidently access the resources to play, and respond positively to the childminder's patience and warmth. They are learning to share and take turns and are confident to approach new learning opportunities.

- The childminder supports physical development as children play with building blocks and are taken on trips to the park. Other opportunities, such as visiting local allotments, support children to develop their understanding of the world around them. The childminder takes opportunities to support children's mathematical vocabulary through their play. She counts, looks at similarities and builds tall towers.
- The childminder manages children's transitions well. For example, she supports children's independence and literacy as they prepare for Reception and Year 1. She provides reassurance and resources for children to take home so that learning can continue, such as laminated outlines of their names. She also uses opportunities, such as outings, to point out words and numbers in the street.
- Children are learning to keep themselves safe and learn about the world around them. The childminder supports children to use technology safely. The childminder has good knowledge of different cultures and provides a range of resources for children to explore that challenge stereotypes.
- The childminder has developed professional relationships with other childminders and the local pre-school. This enhances her own professional practice and provides children with a range of resources to support different learning opportunities. However, the childminder does not seek out further professional development opportunities to develop the quality of her practice to the highest level and to keep up to date with changes in the early years sector.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has developed written policies to help her keep children safe in the setting and abides by statutory requirements. She keeps children safe in the setting when using technology and children are learning to keep themselves safe. The childminder understands different types of abuse and the signs of these. She has a good understanding of local factors that might influence safeguarding in her area, and how to respond to these. The childminder knows how to respond to concerns and who to pass her concerns on to.

What does the setting need to do to improve?

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

- support children more effectively to understand how conversation works and consider the level of questioning appropriate to best promote children's communication and language development
- update knowledge and understanding through ongoing professional development opportunities to take the quality of practice and outcomes for children to the next level and to keep up to date about changes in the early years sector.

Setting details

Unique reference number	257021
Local authority	Peterborough
Inspection number	10133639
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 June 2016

Information about this early years setting

The childminder registered in 1993 and lives in Ravensthorpe, Peterborough. She provides care all year round, from 6am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Joyce

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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