

Childminder report

Inspection date:

17 November 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. They have formed strong attachments with the childminder and her assistant. Children feel safe and secure. They seek the childminder out when they need comfort and reassurance. The childminder uses gentle tones and offers a warm and comforting cuddle. Children happily choose what they wish to play with from the various toys and equipment on offer. For example, children independently select books and concentrate as they try and turn the pages. Children are beginning to understand the importance of sharing and turn-taking with gentle reminders from the childminder and her assistant.

Children learn about the world around them and their local community. They visit the local farm shop, country park and woodlands. Children enjoy observing the falling leaves and searching for autumnal objects. They count conkers, leaves and acorns to develop their mathematical language. Children love to explore the vast open space as they enjoy moving in a range of ways. This helps to support their physical skills. Children are excited as they sit, listen and join in singing songs. They are eager and curious as they select an item from a song bag. Children happily copy actions and enthusiastically move as they hear a familiar song or rhyme.

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

- Parents highly praise and comment positively about the childminder's excellent communication. The childminder keeps parents fully informed regarding children's learning and development, including their daily experiences. She gives suggestions and ideas about how to support children's ongoing learning when at home.
- Children are developing a love of traditional stories. For example, they join in as the childminder uses great intonation and enthusiastically reads the story about the three little pigs. They show enjoyment as they 'huff and puff' when they act out blowing the straw. Children concentrate as they use bricks to create enclosures for pigs. The childminder develops children's knowledge as she introduces names of various animal body parts.
- The childminder discusses children's learning and development regularly with her assistant. She can identify children who are at risk of falling behind and works collaboratively with other professionals to ensure children's needs are met. The childminder would like to attend training to further support children's emerging needs and interests, such as training to support children with special educational needs and/or disabilities.
- Children enjoy painting. The childminder's assistant encourages children to create circular and linear movements as they make marks on paper. They discuss what colours they are using and are encouraged to mix colours together.

Children show delight as they mix yellow and red together to create the colour orange. They explain how their painting looks like 'fire'.

- Younger children enjoy playing with age-appropriate resources. They smile and giggle with delight as they scrunch the sensory blanket. Children enjoy shaking and banging rattles as they explore the different tones and rhythm.
- The childminder is aware of children's dietary requirements. She engages with children as they eat and drink, promoting social interaction. Children have opportunities to develop their independence skills. For example, younger children attempt to use spoons as they eat their yoghurt. Older children choose milk or water and confidently pour their own drinks.
- The organisation of the play area can sometimes cause children to lose their balance. Children demonstrate they are frustrated as their play can, at times, be interrupted. This is because they cannot easily transition from one activity to another.
- Children's behaviour is good. They happily play alongside their peers and are polite and have good manners.
- The childminder's assistant talks to children as they play. She asks questions that help them to work out problems. For example, children compare the sizes of wooden train tracks and work out how to fit them together. This helps to support children's mathematical knowledge.
- The childminder confidently supports children's speech and language development. However, she does not always allow time for children to think and respond to her questions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures she and her assistant complete mandatory safeguarding training. She has a good knowledge of wider safeguarding issues, such as the risks to children of being exposed to extremist views and female genital mutilation. The childminder and her assistant know how to recognise signs and symptoms of abuse that may indicate a child is at risk of harm. She is confident in the reporting procedures should she have any concerns about a child's welfare. The childminder is confident in following safe recruitment procedures and continues to check her assistant's ongoing suitability to ensure they are suitable to work with children.

What does the setting need to do to improve?

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

- improve the organisation of activities and toys to give sufficient space for children to play
- allow children time to think and respond when developing their speech and language skills.

Setting details

Unique reference number	2591696
Local authority	Peterborough
Inspection number	10251260
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	0 to 8
Total number of places	6
Number of children on roll	18
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 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kerrie Osler

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 provider.
- The childminder and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed interactions between the childminder, the childminder's assistant and the children.
- The inspector took account of the views of the parents.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of staff working at the childminder's setting.

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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