

Childminder report

Inspection date: 17 January 2023

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 in this homely environment. They are confident to explore the good range of toys and resources. The childminder provides good opportunities for very young children to develop their early reading and writing skills. For example, children have access to a wide range of books to independently self-select. The childminder uses several props, such as puppets and small animals, to engage children in reading activities. She extends children's understanding of book characters further through appropriate questioning. Children draw large shapes and make marks on paper. This builds their hand strength in preparation for early writing.

Children enjoy their outdoor play. They develop their balance and coordination as they kick footballs. Children re-enact their real-life experiences as they role play in the mud kitchen. The childminder incorporates mathematical language throughout children's play. Young children demonstrate their knowledge of appropriate mathematical concepts as they select small and large items. Children form trusting relationships with the childminder, who they seek out for comfort and reassurance. They behave well and the childminder supports positive interactions between children as they play. For example, they are encouraged to share and take turns. Children learn to help tidy up toys with guidance from the childminder. They are friendly and confidently interact with visitors to the home.

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

- The childminder is kind and caring towards the children. She plans a curriculum that promotes children's development in all areas of learning. The childminder understands how to incorporate children's interests into activities. She focuses on next steps and embeds these in everyday activities to help children progress. For example, the childminder is mindful that during the COVID-19 pandemic, children did not socialise widely. Therefore, she provides them with lots of opportunities to mix with other children, for example by attending local play groups.
- Children make good progress with their communication skills. The childminder frequently engages children in conversations that increase their vocabulary and confidence in speaking, listening, and understanding. For example, as young children play with small animals, she asks questions such as 'what noise does a sheep make?'. This encourages children to practise making new sounds. The childminder uses simple sign language to accompany her speech. This provides children with additional communication tools while their vocabulary is evolving. Children who speak English as an additional language make good progress. Parents are particularly happy with the books available in children's home languages.

- The childminder supports children to adopt healthy routines to promote their good health. They benefit from healthy, home-cooked meals and access daily physical exercise such as outdoor play. However, the childminder does not always use these opportunities to teach children why routines, such as handwashing, are important for their overall health. Therefore, children do not fully understand the impact these may have on their bodies.
- The childminder provides good opportunities for children to engage in the world around them. They learn to value diversity through craft activities and tasting foods from around the world. For example, children make dragons to celebrate Chinese New Year. Children and their families enjoy annual firework displays at the childminder's home. They learn to appreciate the natural world as they visit animal centres and the horses in a field nearby. Children benefit from regular visits to shops, museums and train stations, which helps to broaden their real-life experiences.
- The childminder is reflective in her practice and continues to update her knowledge in line with the children she cares for. For example, she uses informative webinars to further extend her understanding of 'rough and tumble' play when children pretend to be superheroes.
- Parents are extremely positive about the childminder. They say that she 'provides a nurturing and safe environment' with 'good stimulation and activities for different age groups'. Parents appreciate the daily photos and communication from the childminder, which helps them feel well informed. They talk about what their children can do now that they could not do before, such as recognising their own feelings and emotions. The childminder updates parents on their children's progress regularly during informal meetings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to safeguard children. She knows the possible signs and symptoms of abuse and neglect and how to refer any concerns to the relevant authorities. The childminder continues to refresh her knowledge and understanding through online training and webinars. She has a secure knowledge of wider safeguarding issues, such as extremist views and behaviours. Daily checks and risk assessments of her home help the childminder to identify and to remove any potential hazards to children. She maintains good standards of hygiene throughout her home.

What does the setting need to do to improve?

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

- strengthen children's understanding of the value of their current good healthy routines.

Setting details

Unique reference number	2591853
Local authority	Peterborough
Inspection number	10262859
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 1
Total number of places	5
Number of children on roll	4
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 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

Information about this inspection

Inspector

Rachael Small

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 childminder and have taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interaction between the childminder and children and discussed their progress.
- The inspector read and considered written comments from parents during the inspection.

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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