

Childminder report

Inspection date:

5 September 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

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 well settled in the childminder's care. They form strong and trusting bonds with the childminder, who takes time to get to know them very well. The childminder ensures that children's needs are promptly met. The childminder provides an incredibly inclusive environment that nurtures each child's individuality and developing character. Children learn from an early age about their emotions and how to consider each other's feelings. They receive consistent messages that help them learn to regulate impulsive behaviours over time. Children learn about the world around them and about each other's cultural differences.

Children are eager to join in, explore and play. The childminder asks questions that help children speculate what will happen next. She encourages them to try out their ideas and to problem-solve if things do not happen as they expect. Children are confident to ask questions and to try new things. They make connections in their learning and recall past events. Children remember from previous activities that when colours are mixed, they make a different colour. Older children talk to each other about a shared idea and establish team roles to achieve their objective to mix coloured liquid soap with water and make lots of bubbles.

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

- The experienced and qualified childminder has established a clear curriculum that helps children build on what they know and can do. She has a deep understanding of typical child development and is ambitious for all children to achieve at the highest level. She helps children gain the skills and knowledge they need for the move to school and for life in modern Britain.
- The childminder is consistent in her approach to help children learn about behaviour expectations and boundaries. She uses a range of strategies that reflect their individual learning styles and stage of development. The childminder is incredibly calm, patient and reassuring. She acts as an extremely good role model for children. This helps children to overcome minor setbacks and build resilience to keep trying in their learning. They develop empathy towards each other and how to express their feelings. This helps children to build friendships and gain the skills to engage socially with their peers.
- The childminder provides exemplary support for children with special educational needs and/or disabilities (SEND). She is very patient and is consistent in her approach. The childminder works closely with parents and other professionals, helping the child to access targeted support and make the best possible progress.
- The childminder expertly helps children to build a wide vocabulary. She introduces new words throughout their play and explorations. The childminder provides clear explanations that help children understand and use new words in

context, such as extinguish, banish and vanish. She uses books, songs and rhymes throughout her practice to help children acquire language. The childminder tailors her teaching to meet each child's individual stage of development and demonstrates high ambition for all children.

- Children build a good understanding and knowledge of early mathematics. The childminder naturally weaves counting and number recognition into play. Older children are interested in adding numbers. At circle time, they count the number of children as a group and the number of adults as a group. They use mathematical terms, such as 'more than', and calculate simple addition. The childminder makes the most of natural conversation and what children notice to build on their mathematical knowledge. This helps to both captivate children's interest and embed what they learn.
- Children show that they have learned to follow good hygiene routines. They know when to wash their hands and receive lots of praise and encouragement from the childminder. Children are keen to help out. They help to prepare the table for snack and put their dirty plates and cups in the dishwasher.
- The childminder follows children's lead in play and encourages them to develop imaginative play. However, sometimes this means that she is too eager to engage all children in their emerging interests and activities. This means that at times, she moves children on too quickly and reduces the time they have to explore and play to their satisfaction.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- give children more time to explore and play with the things that interest them.

Setting details

Unique reference number	2753147
Local authority	Peterborough
Inspection number	10349400
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 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 a relevant early years qualification at level 3. She provides funded early education for children aged nine months up to four years.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their Early Years Foundation Stage curriculum.
- Children spoke with the inspector during the inspection.
- The childminder spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents provided written feedback and the inspector took account of their views.
- 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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