

Childminder report

Inspection date: 14 October 2024

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

The childminder forms strong bonds and trusting relationships with children and their families. Children are safe and secure in the childminder's care and demonstrate this as they confidently explore. Children are engaged in creating towers using magnetic tiles, based on previous learning about the tallest tower in the world. They practise their fine motor skills by using small tools to investigate leaves frozen in ice. They learn mathematical concepts, comparing sizes when they discuss which leaves are the 'biggest' and 'smallest'.

Children behave well and show kindness to their peers. They demonstrate high levels of emotional well-being as they seek the childminder out for reassurance and comfort. Children snuggle closely with her when they feel tired. The childminder responds positively when children tell her they are ready for a snack. They delight in choosing and preparing the fruit. Children develop a sense of independence, which supports their self-esteem.

The childminder provides daily opportunities for children to be active outdoors. They spend many hours in the outdoor learning environment and attend weekly forest-school sessions. Children spend time at the local community garden developing their physical skills and understanding of the natural world.

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

- The childminder offers a broad curriculum that prepares children for their future learning. She observes them closely and makes effective use of the information she gains by building on children's previous knowledge. She plans for children's learning well and provides a good balance of adult-led and child-initiated activities that build on their interests.
- The childminder provides an environment that supports children to make choices about their own play and learning. Children gain independence, choosing their own books and toys. The childminder provides a range of role-play opportunities to develop children's imagination, confidence and social interactions.
- The childminder promotes children's understanding of a healthy lifestyle effectively. For instance, children help to plant and nurture various fruits and vegetables in an allotment. These home-grown ingredients are then used in freshly prepared, nutritious meals, with the children actively participating in the meal preparation. This encourages them to try new foods and broadens their tastes.
- The childminder has clear expectations of what she wants children to learn in readiness for school. She understands the importance of a sequenced curriculum that builds on what children already know and can do. The childminder gathers information about children's development from parents and carers when they

first start. This means that children's learning is maximised from the very beginning.

- Parents are happy with the care their children receive and the progress they make. They positively comment on the information that the childminder shares about their children's day. However, the childminder does not effectively share children's learning progress or their next steps in learning with parents so that they can continue children's learning at home.
- The childminder models how to use resources and uses clear language when talking to children about their play. For example, as children explore leaves and ice, she gives them instructions to help them successfully fill up their measuring jug with cornflour and read the measurement before pouring it into the tray. As children melt ice to reveal the leaves frozen inside, the childminder introduces new language. For example she shows children the 'veins' on a leaf. She encourages children to recall prior learning, such as that bees live in a hive and make honey. This strengthens children's developing language skills.
- The childminder has a good awareness of children's individual needs. She ensures that children are provided with regular opportunities for imaginative and creative play and can extend their learning through interesting and meaningful discussions. However, the childminder does not consistently adapt activities to ensure that they offer rich learning opportunities for all, specifically the youngest children.
- The childminder's reflective practice supports the quality of her setting to continuously improve. The childminder has developed strong links with other childminders. This provides her with opportunities to share good practice and hold professional discussions with others. The childminder undertakes a wide range of training and research, such as courses that are focused on supporting children with autism, self-regulation, outdoor mathematics and safeguarding.

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:

- keep parents informed about what their children are learning and their specific next steps to enable them to continue this learning at home
- ensure that activities provide rich learning opportunities for all children, specifically the youngest.

Setting details

Unique reference number	2756525
Local authority	Peterborough
Inspection number	10349508
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Peterborough. She operates her childminding provision all year round from 8.30am until 5.30pm, Monday to Thursday. The childminder offers funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Bernadette Duckett

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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.
- The inspector spoke to children to find out about their time at the setting.
- 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 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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