

Childminder report

Inspection date: 2 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 focuses on developing children's independence. She supports children's self-care skills, encouraging them to make choices, and helping to develop their communication skills. Children demonstrate their growing independence by making clear choices, such as their preferred snack or activities. The childminder supports children to peel their own fruits for snack and encourages them to think about their own needs by asking them if they are full. The childminder knows the children well and is able to understand their non-verbal communication methods. Children are supported to learn sign language to help them to communicate and this also helps support children to understand the setting's routine.

The childminder provides a positive role model to the children. Children are supported to feel safe and secure through nurturing and respectful interactions. As a result, they are confident to go to her for care and comfort, when needed. The childminder supports children's emotional well-being by naming and acknowledging their feelings. Children are encouraged to persevere, with the childminder giving lots of encouragement and praise. Children behave well. They play happily together and enjoy sharing experiences with each other. For example, children smile and giggle when playing with musical instruments in a group.

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

- The childminder ensures she knows the children well. She gathers information from parents, alongside her own observations. This is used to identify what children already know and what she wants them to learn. Progress is regularly assessed and shared with parents. The childminder continues the observation and assessment process to support children's ongoing learning. For instance, children are developing their physical skills effectively. They demonstrate this in a range of activities such as shape sorting, throwing and catching a ball and moving around the provision.
- The childminder recognises the importance of developing children's language and communication skills. To support this she provides lots of opportunities for children to be exposed to language, such as audio books, songs, and rhymes. The childminder also uses lots of language during her interactions with the children. Sometimes, she does not always adapt the amount and content of language, according to the developmental levels of the individual children, to help them develop their language skills further.
- Children's behaviour is good. They happily share experiences together and are supported by the childminder to take turns. Children are helped to understand their own emotions and those of others by talking to them about what makes them happy or sad. This helps children to be kind to each other, as a result

minor disagreements are resolved quickly.

- Children go on regular outings to groups, community gardens, and the allotment. The childminder is passionate about children learning through nature. She supports children to learn about being healthy through physical activities, growing, picking and eating produce from the allotment. There are a range of resources and activities provided within the indoor environment to promote children's learning and development. Although the childminder plans a range of activities, she has not considered how to build effectively on children's prior learning and give them the opportunity to fully explore new experiences.
- The childminder has a good understanding of supporting children with special educational needs and/or disabilities. She implements specific observation and assessment processes to plan effectively for their needs. The childminder works well with external agencies and parents to ensure children make good progress. Strategies identified by other professionals are used within the setting, ensuring children benefit from a shared approach.
- Parents are happy with the care and value the experiences provided. They feel their children's progress is monitored well.
- The childminder demonstrates a good understanding of her safeguarding responsibilities and the action to take in the event of a concern. She carries out risk assessments in the setting as well as for outings and has policies and procedures in place to support keeping children safe.
- The childminder continues to evaluate the provision. She is proactive in assessing her own professional development and accessing training. The childminder engages with external agencies to ensure her knowledge is up to date.

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:

- consider how to adapt support for children's communication and language, according to their individual development levels
- review the planning to take into account more precisely children's prior learning and give them the opportunity to fully explore new experiences.

Setting details

Unique reference number	2757536
Local authority	Peterborough
Inspection number	10349562
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 8
Total number of places	6
Number of children on roll	8
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 until 5pm, Monday to Thursday all year, except for bank holidays and family holidays.

Information about this inspection

Inspector

Ali Mitchell

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the setting for the inspector to consider.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector looked at relevant documentation.
- The childminder and inspector reviewed the delivery of a planned activity conducted by the childminder. They discussed the impact of the activity on children's learning.

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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