

Childminder report

Inspection date: 18 April 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident to explore. They show through their body language that they feel safe and secure. The childminder ensures that her home is safe and warmly welcomes children in. She takes time to get to know children well and tailors her approach to ensure that each child's individual needs are met. Children build strong and trusting bonds with the childminder and her assistant. Children listen to instructions and behave very well. They benefit from the calm and positive atmosphere of trust and mutual respect that the childminder provides.

The childminder uses her professional knowledge of typical child development to plan effectively and help children gain the skills and knowledge they need for the move to school. Children learn to share and take turns as they play. The childminder talks to children to help them understand how to share with their friends. She ensures that there are plenty of resources available to help children develop this understanding over time. Children enjoy playing in a group and begin to develop firm friendships. They have opportunities to build their physical strength and coordination. The childminder encourages children to be active. Children enjoy regular visits to local parks and join in with dance and yoga at the childminder's home.

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

- The experienced and well-qualified childminder identifies what children need to learn next and shares this effectively with her assistant. She understands how to sequence new skills and knowledge so that the steps in children's learning are securely embedded. The childminder and her assistant work well together as a team to provide children with experiences that help to inspire their curiosity about the world and develop a positive attitude to learning.
- Parents are very positive about the childminder. They appreciate the childminder's professional and nurturing approach. Parents state that their children enjoy their time with the childminder and her assistant and that they notice the progress they make in their learning and development. The childminder provides parents with information about how to support their child's ongoing learning at home. This helps children to embed new learning and supports their enthusiasm to learn.
- The childminder has a good understanding of child development. This helps her to promptly identify if a child is at risk of falling behind. She works sensitively with parents and helps them to access support from other professionals to ensure their child's specific needs are identified and appropriate interventions are put in place. Parents say that their children benefit greatly from the childminder's consistent approach and value the support she provides.
- Children gain increasing confidence to do things for themselves. The childminder

provides opportunities for children to self-serve drinking water and breakfast cereals. Children quickly learn how to put on their coats and shoes and take responsibility to hang them up. They learn about the importance of following good hygiene routines and about road safety when out and about with the childminder.

- The childminder reads stories to children each day. Children learn songs and rhymes, sometimes spontaneously singing as they play. The childminder understands that children benefit from repetition and ensures that children have the chance to practise new skills. Children thoroughly enjoy cutting shapes in play dough. They roll the dough and squeeze it to make it look like spaghetti.
- The childminder seeks children's consent to meet their needs, such as nappy changes and help with wiping their nose. She encourages children to make choices and values their decisions. This helps children to build good levels of self-esteem.
- Both the childminder and her assistant talk to children as they play, asking questions and narrating children's actions. However, they are not always ambitious in the language they use when talking with children to extend their vocabulary more widely.
- The childminder works closely with her assistant to reflect on their practice and ensure that required training, such as safeguarding and paediatric first aid, is completed and refreshed in a timely manner. However, the childminder does not always target professional development precisely to help her raise the quality of teaching to the highest level.

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:

- enhance understanding and practice to help children develop a wide and varied vocabulary
- seek further ways to identify professional development opportunities that focus on developing a deeper knowledge and understanding of teaching and learning.

Setting details

Unique reference number	EY402687
Local authority	Peterborough
Inspection number	10338016
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 9
Total number of places	12
Number of children on roll	12
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 2009. She operates all year round, from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She works with an assistant. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Gail Warnes

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 has taken that into account in their evaluation of the childminder.
- 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 to the inspector during the inspection.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents provided written feedback about their views of the setting, which the inspector took into account.
- 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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