

# Childminder report

---

Inspection date:

6 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is good

Children are happy, settled and engaged in purposeful play. They show that they feel safe and secure as they confidently move around the childminder's home and settle to their chosen activity. Children smile broadly as they use a range of utensils to pour water into different sized containers. They watch carefully to see which opening water will gush through when they pour it into funnels on the water wall. They giggle when the water splashes on their legs.

Children thoroughly enjoy drawing and frequently choose to do so throughout the day. They use crayons and pencils to create pictures. They use paintbrushes and water to make marks on the fence and garden path. Children show a keen interest to write their name and listen carefully to the childminder's instructions to form letters accurately.

Children learn how to keep themselves safe. For example, they learn about road safety and why it is important to stay together when they go on outings with the childminder. Children develop their skills and knowledge well over time. For instance, they gain increasing scissor control as they start to cut play dough and move on to paper, card and felt. Children have lots of opportunities to practise and build muscle control.

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

- The childminder and her assistant act as good role models for children. They provide a calm environment, talking gently and respectfully with each other and with children. They listen to children and provide clear guidance to help them develop a sense of right and wrong. Children behave well and show respect towards each other. For example, older children share toys readily with younger children and step back to allow equal turn-taking when they play on the slide.
- The childminder is well qualified and experienced. She has a good understanding of how children typically learn and develop. The childminder knows what she intends children learn and plans well to help children build on what they know and can do. She notices and checks children's progress regularly, adapting teaching appropriately so that children gain the skills and knowledge they need for life in modern Britain.
- The childminder shares information and discusses with parents the progress their child makes in learning and what they need to learn next. Parents share information about children's achievements at home. This helps the childminder plan effectively to support children's ongoing learning and emerging interests.
- The childminder encourages children to develop a love of books and reading. She provides a wide range of books that reflect children's interests and cultures. Children look at books independently and listen attentively when the childminder

reads to them.

- Children develop curiosity about the world around them. The childminder takes children to local parks and woods, where they learn about the natural environment. Children develop an interest in nature and insects. The childminder helps children to build their knowledge, such as learning about ants and their natural habitat.
- The childminder encourages children to do things for themselves. She works with parents to help children become independent in their toileting needs. Children eagerly put on their shoes when it is time to play outside. They learn about healthy food choices. For example, they talk about healthy foods to eat at snack, such as grapes, cucumber and apple.
- The childminder works well with parents and other professionals to meet children's specific needs, including children with special educational needs and/or disabilities. The childminder implements targeted support that help children make good progress in their learning and development.
- The childminder ensures that her assistant is supported to develop their skills and knowledge. They have regular discussions about the impact of their practice on children's learning and development. The childminder encourages her assistant to attend training and access online research to further enhance their practice, including seeking professional qualifications.
- The childminder and her assistant ask children questions and talk to them as they play. However, they tend to use simple words and phrases and do not focus on helping children to build a wide and varied vocabulary.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that both she and her assistant attend regular training about child protection and safeguarding. They confidently fulfil their role to protect children from harm and know what to do should they have any concerns about a child's welfare. The childminder and her assistant understand wider safeguarding issues, such as the risks to children of female genital mutilation. The childminder makes effective use of risk assessments that help to keep her home safe for children.

## 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 build a wide and varied vocabulary.

## Setting details

<b>Unique reference number</b>	EY442027
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10206163
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	12 April 2019

## Information about this early years setting

The childminder registered in 2012. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4. She works with an assistant. The childminder provides funded 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 provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, their assistant and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact this had 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021