

Childminder report

Inspection date: 27 September 2021

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

Children enjoy their time with the childminder. They are curious and keen to do things for themselves and get involved in play. Children put on their coats ready to play outside. Babies crawl around to explore the wet grass and reach the toys they want to play with. Older children develop their strength and balance as they attempt to walk on stilts. Babies pull themselves up on small frames.

Children demonstrate a good understanding of personal care skills and hygiene. They wash their hands after using the toilet without being prompted. They tidy up toys and enjoy the childminder's praise for their positive behaviour.

Children concentrate as they engage in the interesting activities the childminder provides. Babies shake, bang and tap different musical instruments. They babble and move their bodies to the sounds as they express themselves. They use their thumbs and fingers to press buttons on electronic toys. Older children fill and empty jars. They open and close tweezers to strengthen the muscles that they will later need for writing.

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

- The childminder helps to develop children's social and emotional skills well. She encourages older children to be gentle with babies. She helps them to find ways to include each other in their play. When older children choose toy cars to push along, she asks if they will find one that younger children will like.
- The childminder is ambitious for children to be resilient and independent before they leave her care after years of attendance. The childminder plans exciting activities that interest the children. However, she does not plan effectively to help older children build on what they know and can do.
- The childminder constantly talks to children and babies as they play together. However, she does not always give meaning to new vocabulary when children are playing, to help to develop their understanding.
- Information is shared effectively between the childminder, parents and other settings that children attend. For example, when she completes the required progress check for children aged between two and three years, she gives parents ideas of how they can support their child's learning at home. This helps to promote children's continuity of learning effectively.
- Children have a lot of opportunities to experience the local community. They visit the library and travel on the bus to local events. The childminder uses her allotment to help children understand how fruit and vegetables grow. This helps children to gain real experience of the world around them.
- The childminder tracks children's progress to help to ensure that they are meeting age-related expectations. She uses appropriate guidance to help her to

identify any emerging gaps in their development. If there are any concerns about children's learning, the childminder is proactive to include parents and other professionals to help children catch up with their peers.

- Parents are extremely pleased with the care and education the childminder provides. They praise the childminder's child-centred approach and opportunities to connect with the local community and build relationships with their peers. Furthermore, the childminder communicates with them in a range of ways to support day-to-day arrangements.
- Children are developing a love of reading. They listen carefully as the childminder reads stories to them. When one book is finished, children excitedly choose another and ask for more to be read.
- The childminder regularly evaluates her practice. She seeks out training courses and qualifications to develop her knowledge and skills. She gathers views from parents about the service she provides. The childminder works with other childminders to share ideas that may benefit the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has very good safeguarding knowledge, including information about the local child protection concerns. She is able to recognise the signs and symptoms of abuse and neglect in children and their families. The childminder regularly updates her training to ensure that she is up to date with the latest information. She knows the procedure to follow to report an allegation against herself or a member of the household.

What does the setting need to do to improve?

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

- refine planning to ensure that older children are challenged in their learning to make greater progress
- help to extend children's vocabulary even further and support them to understand a broader range of new words.

Setting details

Unique reference number	EY561857
Local authority	Peterborough
Inspection number	10191068
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Peterborough. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Elke Rockey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the childminder's curriculum and her ambition for children.
- The childminder and the inspector jointly evaluated a planned activity.
- Parents provided written feedback about their children's experiences at the childminder's setting. The inspector took account of this feedback.
- The childminder and the inspector held discussions at appropriate times during the inspection, taking account of children's needs. The inspector looked at a sample of documents, including evidence of the suitability of the childminder and all household members.

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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