

# Childminder report

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Inspection date: 19 January 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happily engaged in their chosen play. They move about the childminder's home confidently, exploring the toys, resources and books on offer. Children show that they feel safe and secure in the childminder's care. They talk with animation about the similarities they find between toy aeroplanes and pictures of different aircraft in fact books. Children confidently express their ideas about why they think the material-made aeroplane is stronger than the other.

Younger children have space to practise their new walking skills. They receive lots of encouragement and support from the childminder to walk freely both inside and outside. Children show their delight and satisfaction with their achievements as they smile broadly and babble excitedly to the childminder and her co-childminder.

Children behave very well. They listen to the childminder's gently spoken reminders to share toys and to walk together on outings, such as to the local park. Children learn about road safety during these regular visits. They show that the knowledge is remembered well as they tell the childminder when and why it is safe to cross the road. Children develop understanding of their physical strength and limitations, such as when they learn to use large play equipment safely.

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

- The childminder has a good understanding of typical child development. She has a clear vision of what she intends children to learn. The childminder works closely with her co-childminder to plan a broad range of experiences that build on children's individual interests and stage of development. She closely reviews children's progress. The childminder adapts her teaching appropriately to help children build the skills and knowledge they need to help them be ready for school and life in modern Britain.
- Parents are very positive about the childminder and the care their children receive. They state that they feel very well informed about their child's day and what their child needs to learn next. Parents notice the progress in their child's development since attending the setting, specifically in terms of their child's self-confidence and speaking skills. Parents highly value the childminder who they say is extremely kind and adaptable to meet their changing needs.
- The childminder helps children to do things for themselves. Children quickly become independent in their self-care routines, such as washing their hands. When children are ready, the childminder works closely with parents to help children manage their toileting needs. The childminder provides children with lots of reassurance. This helps children to develop resilience to overcome any minor setbacks when learning new skills.
- Children with special educational needs and/or disabilities receive good support.

The childminder understands the benefits for children of receiving consistency in their care and learning. She works promptly with other agencies and parents to ensure children receive the appropriate support.

- The childminder reads stories often to children, at their request. She provides children with meaningful experiences that help children make sense of the world. For instance, when children show interest in books about farm animals, she takes them to the farm to see the animals and gain greater understanding of their size and features.
- The childminder is keen to develop her knowledge and skills to continually improve her practice. She undertakes regular training and reads widely about developments in childcare practice that may benefit the children she cares for.
- Children enjoy playing outside. They have recently explored the effects of the cold weather, using sticks to make marks in the frost. The childminder encourages children to compare the size of sticks they find during their walks. Children learn to count accurately and recognise numbers they see in the environment.
- The childminder talks to children as they play, however she tends to ask lots of questions in succession. Although children have plenty of time to respond to these questions, the childminder does not always build on their responses to help children extend their knowledge and thinking even further.
- The childminder provides children who speak English as an additional language with good support. For example, she uses pictures and simple words to help them develop their understanding of English. However, she does not always encourage all children to use their home language in her setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder confidently fulfils her role to safeguard children. She completes regular training and undertakes reading and research to deepen her knowledge of child protection issues. The childminder knows what to do should she have any concerns about a child's welfare or adults working with children. She has a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extremist ideas. The childminder ensures that any assistants working with her are suitable to do so.

## **What does the setting need to do to improve?**

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

- develop interactions with children to help to build their language and knowledge even further
- enhance understanding of how to support children who speak English as an additional language even further.

## Setting details

<b>Unique reference number</b>	EY558276
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10191224
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Peterborough. She operates all year round from 5am to 8.30pm, Monday to Sunday, except for bank holidays and family holidays. The childminder provides overnight care. She works each day with another registered childminder and occasionally with an assistant. The childminder provides funded early education for eligible 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 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.
- 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 and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed the written feedback provided by parents and took account of their views.

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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