

Childminder report

Inspection date: 11 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed as they settle to their chosen activity. They show that they feel safe and secure, seeking reassurance from the childminder and her assistants when they feel sad or tired. Children confidently chat to the childminder as they play. They join in with familiar songs that she and her assistants sing throughout the day. Children receive lots of encouragement to try things for themselves. They persevere as they dress dolls, negotiating the arms and legs to fit the clothing. The childminder provides clear guidance that helps children in their task. She introduces new words, such as 'behind' and 'underneath'. This helps children to develop their understanding and awareness of positional language.

Children learn to count as they play. They count the trains on the wooden train track and identify the colours. Children develop an understanding of quantity, showing that they are building on their mathematical knowledge securely. They form peer friendships and enjoy sharing their play with others. Children talk about what their friends prefer to play with. They show respect and consideration towards each other. Children listen to the childminder and her assistants. Children benefit from the consistent and clear explanations to help them understand how to behave well in preparation for the move to school.

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

- The experienced childminder has a clear aim for what she intends children to learn and achieve. She ensures that her assistants understand this and provides regular training and coaching to help them develop their practice. The childminder has a good understanding of typical child development and helps children to build on what they already know and can do. All children gain the key skills and knowledge to support the next steps in their learning and to help prepare them for life in modern Britain.
- The childminder provides good support for children with special educational needs and/or disabilities. She works closely with parents and other professionals to plan and implement targeted interventions. The childminder prioritises training to help her to understand how to meet individual children's needs. She shares this training and knowledge with her assistants so they can support all children to achieve their best.
- The childminder aims to provide children with a broad range of experiences. She teaches children how to grow, nurture and harvest vegetables and fruit. Children learn about healthy lifestyles and enjoy regular outings to local parks, woods and play centres. They learn about the effects of physical activity and how this helps them develop strong bodies. Children enjoy dancing, walking and running. They develop good hand-to-eye coordination and muscle control. The childminder knows that these skills are important for when children learn to read

and write.

- Parents are very positive about the childminder. They state that their children are happy and safe, and that their needs are well met by the childminder and her assistants. The childminder provides parents with information about their child's day and how she organises her daily routines, such as collecting children from school. However, not all parents know what their child needs to learn next, or how to support their ongoing learning at home.
- The childminder provides children with a wide range of books. She reads stories to children each day. Children choose books to take home and share with their parents. The childminder provides children with clear explanations and introduces new words as they play. The childminder provides good support to children who speak English as an additional language. For example, she obtains key words and phrases in their home language from parents to support children's understanding.
- Children learn about their similarities and differences. They learn about different cultures and customs as they explore a wide range of celebrations from around the world. The childminder helps children to understand the meaning and importance of these celebrations. She is committed to helping children learn about the diverse world in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistants attend regular training about safeguarding children and child protection. She provides regular updates about safeguarding matters to her assistants. The childminder and her assistants know the possible indicators of child abuse and neglect. They know what to do should they have any concerns about a child or an adult working with children. The childminder follows appropriate procedures to help to assure the suitability of adults working with children. She demonstrates a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extremist ideas.

What does the setting need to do to improve?

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

- enhance parent partnerships further so that all parents understand how to support their child's ongoing learning at home.

Setting details

Unique reference number	257020
Local authority	Peterborough
Inspection number	10225425
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 11
Total number of places	18
Number of children on roll	16
Date of previous inspection	17 March 2016

Information about this early years setting

The childminder registered in 1998 and lives in Peterborough, Cambridgeshire. She operates her service all year round from 6.45am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder employs assistants to work alongside her. She provides funded early education for two-, three- and four-year-old children. The childminder provides overnight care.

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 talked to the childminder's assistants at appropriate times during the inspection and took account of their views.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection 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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