

Childminder report

Inspection date:

31 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in the childminder's home. Her caring and enthusiastic nature helps them to feel reassured and content in her care. Children explore and play alongside each other as they listen to nursery rhymes. When the childminder shows them the 'singing bowl', they are eager to use the stick to hit the bowl and hear the sounds it makes. The childminder knows the children well and is keen to follow the children's interests. For example, when the children decide to sit in boxes underneath the art easel, she uses this time to read a story. The children listen to the story before they wander off to do something else. However, when the childminder chooses to care for more than three children in the early years foundation stage, she is not able to meet the children's individual needs effectively enough.

Children respond well to the praise they receive. They behave well and learn about being healthy. When they cough, the childminder reminds them to cough into their own arm, to stop the spread of germs. Children enjoy brushing their teeth and practising good hygiene routines throughout the day. The children rush to look at the rabbit. They take turns to put fresh vegetables into its bowl while learning the rules about caring for the rabbit. The childminder reminds them not to put fingers into the cage because the rabbit might bite them.

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

- The childminder is in breach of some of the safeguarding and welfare requirements. On a couple of occasions, the childminder has cared for more than three children in the early years foundation stage and admits that she found meeting children's individual needs difficult. The childminder has now taken action to address this. Also, the record of children's attendance is not maintained accurately to ensure the effective management of the setting.
- The childminder helps children prepare for early writing. Children use sponge brushes to mix paint together, apply water and paint large pictures. They draw on the chalkboard and begin to develop their early writing skills.
- Children independently stand firmly on the stool to reach the taps and wash their hands. They follow the instructions on how to brush their teeth after eating their healthy lunches. Children eagerly try to put on their shoes before going outside.
- Children are beginning to learn how to understand their own feelings. The childminder develops positive relationships with the children she cares for. They go to her for comfort and reassurance. When they become tired, they cuddle up together and share a story. She understands their individual needs and acts quickly to meet these.
- As children play, the childminder generally narrates what they are doing, which

provides some opportunities for language development. However, she does not make the best use of opportunities to fully enhance children's language. For example, when children are playing with the pretend 'medical centre', the childminder does not allow children adequate time to think and respond to questions or extend their language further.

- The childminder recognises the importance of children learning about each other's cultural background through activities and books. She takes children to local parks to gather leaves. However, she does not always make the best use of opportunities to broaden younger children's knowledge of the diversity of the wider world.
- The childminder previously attended some professional development. However, she has not targeted this learning to areas that would help to enhance her teaching skills or improve her understanding of the requirements of the statutory welfare requirements. As a result, she has gaps in her knowledge.
- Partnerships with parents are good. Parents speak positively about the childminder. They enjoy the daily updates they receive about their children's learning. A parent described the setting as 'home from home.'
- The childminder understands the importance of outdoor play. The children play in the fresh air in the childminder's garden. She supports the children's physical development as they climb up the steps of the slide, and balance on the top before sliding down.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good understanding of the signs that could indicate that a child is at risk of harm or abuse. She knows what to do in the event of any concerns to ensure children's safety. She is also aware of the relevant agency to contact in her local authority should an allegation be made against her or a member of her household. The childminder has knowledge of wider risks to children, such as exposure to radicalisation, and online safety. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. She gives children good explanations about how to keep themselves safe. For example, she explains how they should play on the grassed area in the front garden.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
maintain a daily record of the names of children being cared for on the premises and their hours of attendance	30/04/2022

review the number of children attending in the future to ensure it demonstrates how all their needs can be met.	30/04/2022
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To further improve the quality of the early years provision, the provider should:

- give children more opportunities to have time to reflect and answer questions
- seek out further professional development opportunities to continually develop knowledge of how to support and extend children's learning
- make better use of opportunities to broaden younger children's knowledge of the diversity of the wider world and their local community.

Setting details

Unique reference number	EY362255
Local authority	Peterborough
Inspection number	10059822
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 1
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 March 2015

Information about this early years setting

The childminder was registered in 2007 and lives in Peterborough, Cambridgeshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Topham

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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