

Childminder report

Inspection date: 2 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and content in this welcoming, child-orientated setting that helps them to feel at home and secure. They are extremely polite and show wonderful manners without prompting. For example, children say, 'Excuse me, please can you help me with my lid?'. Children hold hands and explore the garden. They squeal with excitement while playing with the bubbles as they watch them move in the wind. Children are developing good levels of confidence and independence. For example, they introduce themselves to visitors and freely access indoor and outdoor resources. Furthermore, children wash and dry their hands and put their shoes on. This helps them to develop their self-care skills.

Children relish the consistent praise and encouragement they receive from the childminder. This helps to build their confidence and motivation to attempt new activities. For example, children are keen to experiment with water and create bubbles. Children have a positive attitude to learning. For instance, they show their curiosity as they look at what floats and sinks. Children have daily opportunities to learn about and care for living things, for example when feeding chickens and helping to collect the eggs.

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

- The childminder has developed close bonds with the children in her care. For example, babies are shown genuine care and compassion. They seek her out for cuddles and affection. The childminder follows their home routines to ensure she meets their individual needs. Her interactions are warm and sensitive. Children form secure attachments in her care that promote their well-being.
- The childminder ensures that children benefit from being part of the wider community. They visit the nearby park and shops. They meet with other childminders and children, which helps to support their social skills. The childminder links these experiences to individual children's next steps in learning.
- Parents share positive comments about the care and learning that their children receive. They state that the childminder knows their children's personalities, strengths and next steps in their development. Parents add that she offers exciting activities. Furthermore, they praise the childminder's high expectations for children's behaviour, such as sharing and using good manners.
- The childminder thinks carefully about the sequence in which children develop their literacy skills. She carefully selects the books she uses to develop children's love of reading in an age-appropriate way. The childminder enthusiastically reads stories to excited and engaged children daily. For example, children squeal and giggle as she uses puppets to bring the story to life. Children are deeply engaged and are developing a real love of books.
- The childminder knows the children well and carefully identifies an appropriate

curriculum to support children's learning. She has created an environment, indoors and outdoors, that supports the intent of this ambitious curriculum. However, the childminder does not consistently help older children to deepen their understanding of mathematical concepts through everyday activities. Despite this, children make good progress in their learning.

- The childminder supports children's communication and language development. She continually talks to the children, describing what they are doing. The childminder uses a wide range of new vocabulary with the children as she interacts with them. For example, she comments that bubbles go 'pop' and talks to the children about how the 'breeze' feels on their face. This helps children to extend their range of vocabulary.
- The childminder promotes children's resilience. She teaches children to take appropriate risks, supporting their physical and emotional health. As a result, children navigate climbing apparatus and slide with confidence and show that they are proud of their achievements.
- The childminder promotes healthy eating and healthy lifestyles. Children eat nutritious meals and have access to water throughout the day. The childminder talks to children as part of their daily routines about regular handwashing. This promotes a good understanding of how to keep themselves healthy.

Safeguarding

The arrangements for safeguarding are effective.

Children are well supervised as they play and learn. The childminder demonstrates a good knowledge of how to keep children safe and how to identify if a child may be at risk of harm. She knows where to report any concerns she may have about a child in her care. The childminder understands the procedure to follow if an allegation is made against her or a family member. She has a good knowledge of wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty.

What does the setting need to do to improve?

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

- enhance teaching skills to help older children build on their early mathematical knowledge.

Setting details

Unique reference number	EY560520
Local authority	Peterborough
Inspection number	10190543
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

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

Information about this inspection

Inspector

Diane Middleton

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 had a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector evaluated an activity.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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