

Childminder report

Inspection date: 17 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 benefit from the warm and inviting home-from-home environment. They are happy and feel safe in this setting. Children have very strong bonds with the childminder, who is patient, kind and nurturing in her approach. This supports children to develop confidence and strengthens their emotional well-being. Children are self-motivated to play and enjoy a wide range of opportunities. For example, children laugh excitedly as they explore water with their fingers and fill and empty containers. They call out, 'look, I am splashing', as they flick the water around. The childminder introduces mathematical words in their play, such as 'empty' and 'full'. As a result, children make good progress in their mathematical development.

Children behave well and have a positive attitude to learning. They benefit from the childminder's positive role modelling and consistent approach. Children are respectful and polite. They say 'thank you' without being prompted. The childminder offers lots of praise and encouragement for children's efforts. Children show good levels of concentration and imagination when playing. For example, children imitate what they know about the role of a doctor. They put the pretend thermometer in the childminder's mouth and hold the stethoscope to her chest.

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

- The childminder knows the children well. She plans the curriculum carefully around children's interests and next steps in learning. She has high expectations for all children. As a result, children display positive attitudes to learning. Children have great fun singing along with a musical toy penguin. They are confident to sing in front of others. Children giggle and laugh as they look at photos of themselves on a memory board. This leads to a discussion on what they have been doing.
- Children develop a love of books. They independently select from the wide range of books provided. Children listen to their favourite stories and repeat phrases while using animated voices. Children show care and respect for the books. They carefully turn the pages as they read the stories.
- The childminder takes children out into the local community to develop their understanding of the world and build their confidence in new situations. Children visit groups to mix with other children and develop their social skills. They enjoy visits to nearby parks to build their physical strength and coordination on the equipment. They go to interesting venues with the childminder, such as the farm, zoo and aquarium. The childminder uses these experiences to develop children's next steps of their learning.
- Children make good progress in their communication and language development. The childminder continually engages children in meaningful conversations that provoke lively discussion. For instance, the childminder

introduces new words, such as 'teapot' and 'refreshing', as children make her cups of tea during role play.

- Partnerships with parents are strong. The childminder has developed strong working relationships with children and their families. Parents value the good-quality play and learning opportunities their children benefit from. The childminder shares information about their children's daily activities and progress regularly. Parents report positively on the progress she has helped their children make.
- Children confidently make choices about their play and are willing to have a go. Occasionally, the childminder does things for the children instead of letting them have a go for themselves. As a result, children do not have sufficient opportunities to be highly independent.
- The childminder encourages children's healthy lifestyles. Children enjoy fresh fruit at snack time and healthy lunches. They learn about the importance of a healthy diet through discussions at mealtimes.
- The childminder plans for her professional development to increase her knowledge and understanding. For instance, she attends training. She recently attended a course to help support children with their social skills. The childminder uses what she has learned to further support children in their everyday play opportunities. For example, activities that promote turn-taking and sharing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong sense of safeguarding the children in her care and ensures her safeguarding knowledge is up to date. She has a secure understanding of the signs and symptoms of abuse. The childminder understands her responsibility to report concerns, including any allegations, and is alert to issues, such as female genital mutilation, extremism and county lines. She knows where to report concerns about children's welfare to promote their safety.

What does the setting need to do to improve?

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

- encourage children to do things for themselves to promote their growing sense of responsibility and independence.

Setting details

Unique reference number	2520870
Local authority	Peterborough
Inspection number	10208064
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	2 to 6
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 2019 and lives in a village close to the centre of Peterborough, Cambridgeshire. She operates all year round, from 6.45am to 8pm, 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

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 inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- Written feedback from parents was reviewed by the inspector, who 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022