

Childminder report

Inspection date: 9 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are actively engaged in play and learning from the moment they arrive. They are enthusiastic as they greet the childminder and her assistants, showing that they have formed strong bonds with them. Children confidently move about the safe environment that the childminder provides. They separate easily from parents, eager to see their friends and play.

Children choose from a wide range of activities and resources on offer. They show good levels of concentration as they fill and empty a range of different-sized buckets with water. Children estimate how much water they need to fill the buckets and think about how much they must pour out to half fill a bucket.

Children are keen to help, such as when they prepare snack for their friends. They know why they must wash their hands and how to use knives safely. Children use number throughout the day. They count how many plates they need, so that everyone can enjoy the fruit snack. Children show increasing independence in their self-care routines. They use tissues to wipe their nose, dispose of the tissue in the bin and explain that they must wash their hands to clean away the germs.

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

- Since the last inspection, the childminder has sought help and guidance from the local authority to help her to improve her practice. She has acted swiftly and implemented change to ensure the requirements of the early years foundation stage (EYFS) are met.
- The childminder has a good understanding of typical child development. She plans effectively to help children learn through play and to be ready for the eventual move to school. The childminder works with her assistants to reflect children's interests in their planning. This successfully motivates children to explore and build on what they already know. Children show that learning is embedded. For example, when children notice a butterfly as they play, they remember and describe the butterfly life cycle. They recall feeding and caring for caterpillars and releasing the butterflies earlier in the year.
- The childminder and her assistants know children well. Through regular observation and assessing children's progress in learning, they identify where children may be at risk of falling behind their peers. The childminder works closely with parents and other professionals to identify ways to help children who may need additional support.
- The childminder is reflective in her practice and asks parents for feedback to help her develop further. She identifies gaps in her knowledge and plans targeted training to help her support children's individual needs. The childminder reviews her assistants' practice regularly and provides coaching and support to

help them develop. She has plans in place to support those assistants not already qualified to seek professional early years qualifications.

- Parents state that they feel well informed about their child's day and the progress they make in learning. They are very positive about the childminder and her assistants. Parents believe their children are safe and well cared for. They know how to support children's next steps and ongoing learning at home.
- Children learn to consider the impact of their actions on others. They learn how to express their emotions and show compassion towards others, such as when they feel sad. Children behave well and listen to the guidance offered by calm and caring adults. They benefit from the explanations the childminder provides to help them understand how to share and take turns.
- The childminder talks to children as they play. She asks questions, narrates children's actions and repeats words back to model pronunciation. However, she is not always ambitious in the language she uses when talking with children, to extend their vocabulary more widely.
- Children show increasing levels of self-esteem. They are confident to express their ideas, such as when they devise games using large construction bricks. The childminder and her assistants provide children with lots of praise and encouragement. Children build resilience and perseverance to keep trying when they find something tricky or to try again when a tower of bricks falls over.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistants attend regular child protection and safeguarding training. She shares safeguarding updates with her assistants as she receives them. They all confidently describe possible signs of child abuse and neglect and the procedures to follow should they have any concerns about a child's welfare. The childminder and her assistants have a good understanding of wider safeguarding issues, such as the risks to children of hearing extremist views. The childminder follows good recruitment processes that help to assure the suitability of assistants working with children.

What does the setting need to do to improve?

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

- enhance understanding and practice of how to help children develop a wide and varied vocabulary.

Setting details

Unique reference number	EY555668
Local authority	Peterborough
Inspection number	10236804
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	18
Number of children on roll	29
Date of previous inspection	11 March 2022

Information about this early years setting

The childminder registered in 2018 and lives in Peterborough. She operates 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 6. She works with assistants.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector talked to the childminder's assistants at appropriate times during the inspection and took account of their views.
- 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.
- 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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