

Childminder report

Inspection date: 17 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children at this setting are happy and confident. They enjoy meeting new visitors and greet them with enthusiasm. The children enjoy showing what they have learned. They show pride in their achievements, such as building a 'house'. Children are confident to ask for help and share experiences with the childminder and their peers. They have a positive attitude to learning. They independently select activities, such as a story, and confidently ask the childminder to read to them. Children have access to a range of books and look at them independently, as well as listening to an adult read.

There are good hygiene practices in place. Children independently access the bathroom and wash their hands when needed. They know to wash their hands after an activity, before eating and after toileting. Children show independence throughout their learning, selecting resources of their choice, leading their play and seeking support when needed. Children's behaviour is good. They listen and follow instructions well. The childminder supports children to use their manners and cooperate with each other. For example, she helps them to take turns when they want the same toy.

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

- All children progress well. The childminder has a robust curriculum and monitors each child's development. She ensures all children make good progress and any areas of development are identified quickly. The childminder supports children with their development and accesses outside agencies and other professionals, such as speech and language therapists, when needed.
- The childminder's curriculum considers school readiness and ensures all children are confident and active learners. She helps children develop the skills they need for their next journey of learning. This includes listening and following instructions, being independent and being confident in new social situations. The childminder plans a sequenced curriculum. She observes the children's development and plans appropriate activities to build on what they already know.
- The childminder takes time to develop strong relationships with the children and their families when they start at the setting. She works with parents by regularly updating them on their child's care and daily activities. The childminder also gives parents regular feedback regarding their children's learning and development. She works well with parents to help them extend their children's learning at home.
- The childminder skilfully introduces new vocabulary to the children during play. She explains the meaning of each word by giving an example. The childminder introduces the word 'long' and then explains that 'an elephant has a long trunk'.

She talks to the children throughout their play, leaving enough time for them to respond. However, she does not fully consider the situations that could negatively impact children's speech development, for example the impact of background noise, such as televisions, and the use of dummies.

- The childminder provides the children with a range of learning from across the early years foundation stage (EYFS). Her knowledge of the EYFS and child development means she provides children with a broad range of learning opportunities. The childminder offers children a range of healthy foods for both snack and lunch. However, she does not take the opportunity to teach children about healthy eating and a healthy lifestyle.
- The childminder has high expectations for the children. She provides them with a range of activities to promote self-confidence and independence skills, ready for their next stage of learning. The childminder encourages children to do things by themselves, such as toileting and finding their own drink. Children understand the clear boundaries and expectations held by the childminder, who reminds them gently when they need to share or take turns. The childminder encourages children to use 'please' and 'thank you' when appropriate.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises the children's safety, keeping them safe and happy, both in the setting and out in the community. The childminder is confident to identify signs and symptoms of a range of abuse, including physical and emotional abuse. She has clear procedures to follow if she has any child protection concerns and knows who to contact in her local authority. The childminder has a good knowledge of wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty, and she shows a good understanding of keeping children safe. She can discuss the procedure for dealing with concerns regarding herself or any other professional.

What does the setting need to do to improve?

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

- build on the opportunities to extend children's communication and language development further, for example through reducing background noise, such as television noise, and reducing the use of dummies
- extend the opportunities that help children understand the importance of healthy lifestyles, such as healthy eating.

Setting details

Unique reference number	EY449783
Local authority	Peterborough
Inspection number	10235871
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder was registered in 2012 and lives in Peterborough, Cambridgeshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during a group activity.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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