

# Childminder report

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Inspection date:

21 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children at this setting are provided with a safe and secure environment where they feel welcomed and valued. All children are included, and the childminder meets the needs of all children in her care. Children settle very well at the setting and make good progress. All children, including those who have only just joined the setting, are happy and confident to talk to visitors. They enjoy showing them what they have been learning. Children confidently show balls of play dough they have been rolling, while others demonstrate their counting skills. The childminder praises them and explains that she has been supporting the children to develop their self-confidence.

The childminder encourages children to be independent. They choose their own activities and select their own snack. The childminder supports children to peel their own oranges and wash their hands. Children learn to make independent choices and therefore develop their confidence and self-esteem.

Children are kind to each other. They demonstrate good social skills and share resources well. Children talk to each other and invite peers to join their play. They show care for each other, demonstrating skills they have learned.

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

- The childminder has designed a curriculum that is centred around the needs of the children in her care. She focuses on communication and language development for all children. She provides this curriculum using the natural world and outdoor experiences, to develop children's confidence and self-awareness. The childminder has taken part in a 52-week 'Wanderlust' nature-study programme to support children's love of the outdoors.
- The childminder provides children with many outings throughout the week. Children attend a range of playgroups and outdoor areas. They visit a care home every fortnight. The children share books and songs and share their own stories from home. Children have developed their confidence in new social situations and enjoy meeting new people.
- The childminder has high expectations for all children. They understand these expectations and follow instructions very well. When the childminder asks children to tidy up, they all listen and follow her instructions. Even the youngest children join in and help to collect the toys. This is reflected in children's positive attitudes and behaviour.
- The childminder reads stories to the children throughout the day, and they attend different groups based around singing and storytelling. However, the children do not access books independently within the setting to further their learning.

- The childminder supports children with special educational needs and/or disabilities very well. She enables children and families to access further help when needed. She provides a clear plan to support children's development and monitors this closely. The childminder ensures all children continue to make good progress while they wait for additional help from other agencies. She adapts activities and provides learning tailored to individual needs and abilities.
- The childminder provides children with a language-rich environment. She encourages children to listen carefully to ensure everyone can hear and they are not distracted. However, she does not consider the background music which is played throughout the day.
- The childminder provides children with high-quality teaching. Activities are well designed and adapted to meet the needs of all children. She skilfully asks open ended questions such as 'what do you need to make that?' and 'what could you use?'. This encourages children to think for themselves. The childminder gives children time to respond and does not rush them or interrupt their thinking processes. Children are taught to listen to each other carefully, and to give each other time to respond. This supports children's communication and language skills and helps children to understand the needs of others around them.
- The childminder provides children with a consistent routine and boundaries. She supports families and helps to give children the opportunities they need to succeed in life.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding young children and can identify signs which may cause concern. She has a robust procedure for recording concerns and reporting this to the relevant agencies. The childminder has a wide range of knowledge of wider safeguarding issues, including female genital mutilation and the 'Prevent' duty. The childminder teaches children to keep themselves safe. Children learn to stay close when out in the community and are taught about 'stranger danger'. The childminder assesses risks on outings and ensures children are kept safe when out of the setting.

## What does the setting need to do to improve?

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

- review the impact of background noise, such as music, on children's listening and attention skills
- support young children to access books independently to foster their interest in books and early reading.

## Setting details

<b>Unique reference number</b>	EY494186
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10236743
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	8 March 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Wittering, Cambridgeshire. She operates all year round, from 7.15am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for 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 provider and has taken that into account in their evaluation of the setting.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about their intentions for children's learning.

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  
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Manchester  
M1 2WD

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