

Childminder report

Inspection date: 13 December 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 demonstrate that they feel safe and secure in the childminder's setting. They welcome visitors and happily engage in conversations with them. Children form strong attachments with the childminder, seeking comfort from her as needed. They are highly independent. For example, as they arrive, children empty their lunch box into the fridge ready for lunchtime. Children take off their own coats and shoes and know to hang them up ready for when they go out later. Children have a good understanding of the routines, as they ask where they are going that day, knowing that each day brings a new outdoor adventure.

Children enjoy exploring the ice in the garden. They are curious as they work out how to break the ice in the tray. The childminder builds on their eagerness to investigate as she encourages them to think about what tools they will use. Children excitedly hurry to the playroom to get a hammer, rushing back to see if it works. The childminder talks to the children about using the hammer safely as they break the ice. Children are eager to investigate the ice further and seek out a bowl to collect it. This activity gives them interesting first-hand experiences.

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

- Children are keen to investigate and explore activities, which the childminder creates around children's interests. She ensures that children of all ages can access the activities and builds on the next steps in their learning. For example, children explore a hot and cold activity. Older children open cereal packets. They breaking up the cereal to create 'sand' and talk about how it looks and feels. Younger children enjoy using their hands and mouths to explore the textures. All children concentrate during the activity for a long period of time.
- The childminder cleverly introduces new language to children through their interest in activities. Figures of Eskimos and igloos provoke conversations and children's inquisitive nature. The childminder allows children to ask her questions and uses books to provide information and share knowledge. This helps children to understand how books can be used to find out more information on topics.
- The childminder works alongside co-minder and assistant. They understand the importance of sharing information between each other to ensure consistency of care and education for all children. For example, they are aware of the impact of the COVID-19 pandemic on children's social skills. By working together, they provide opportunities for children to socialise with other children and adults.
- Children have many opportunities to become familiar with their local community and the world around them. The childminder and co-minder attend a wide variety of groups and activities. Children develop their physical skills out in the local area. Children enjoy taking risks at the local park, climbing on trim trails and exploring trees and woodland areas, knowing that the is childminder close

by.

- The childminder supports children with developmental concerns well. She is quick to talk to parents and signpost them to groups and professionals who they can refer to. However, on occasions, the childminder does not make the best use of opportunities to fully support young children's communication and language skills.
- Parents say that their children have a wonderful relationship with the childminder. They comment on how excited their children are to go to the childminder's home, and they particularly enjoy going out on walks and visits to the local area. The childminder sends daily photographs and snippets of their day to parents. Regular meetings with parents ensure that they have a good understanding of the next steps in their children's learning.
- The childminder reflects on her setting regularly. She completes a wide variety of training and webinars to keep her knowledge up to date. The childminder shares this information with her assistant and co-minder. As a team, they discuss ideas and ways to implement this knowledge into their setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is easily able to identify children who may be more vulnerable to abuse or neglect. She is confident in her knowledge of the signs and symptoms of abuse and knows what to do should she been concerned about a child. The childminder recognises the importance of reporting any allegations made against herself or other adults who work with children. The childminder completes regular training and accesses online courses to keep her safeguarding knowledge up to date. The childminder shares information with parents about how to keep their children safe online.

What does the setting need to do to improve?

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

- make good use of all opportunities to support young children's communication and language skills.

Setting details

Unique reference number	2571612
Local authority	Peterborough
Inspection number	10249071
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Peterborough. She works with a co-minder and assistant. The childminder operates all year round from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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