

Childminder report

Inspection date: 27 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very happy and content in the childminder's home. They settle in quickly and become engaged in their play. Children develop strong attachments with the childminder, which helps them to feel safe and secure. They are encouraged to be independent learners and show a positive, can-do attitude. As a result, children do many things for themselves. For example, young children skilfully demonstrate putting on their own socks. Furthermore, children freely explore a range of creative resources and thoroughly enjoy helping the childminder to clean and Hoover up afterwards. This supports children to develop practical life skills for the future.

Children develop strong physical skills. They visit the local park regularly, where they can be active and use climbing equipment. Additionally, children take part in yoga activities with the childminder. This helps to develop their core strength and large-muscle movements.

Overall, children are generally kind to each other and play well together. Occasionally, when disputes arise and children struggle to share, the childminder swiftly reminds them of her expectations. This supports children to follow the rules and values set by the childminder.

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

- The childminder recognises the profound impact that COVID-19 pandemic restrictions have had on children's education. She understands what learning experiences children missed out on and prioritises these to try and close any gaps in their learning. For example, the childminder meets with other childminders, enabling children to socialise in larger groups. This helps children to develop their self-esteem and confidence.
- Parents talk positively about the care their children receive. They say their children are happy to attend the childminder's home and have seen progress in their development. Parents appreciate the daily updates they receive on collection and online, as it helps them to continue their child's learning at home.
- The childminder is a good role model and demonstrates extremely good health and hygiene practices. For example, she encourages children to cough and sneeze into their arm and practises good handwashing routines throughout the day to prevent the spread of germs. The childminder provides children with essential information and resources about the importance of oral health. Children thoroughly enjoy brushing their teeth independently, with encouragement and guidance from the childminder. This helps them to develop good self-care skills.
- Children have fun playing mathematical games with the childminder. They sort

and match the correct colours to the cards. This helps to build children's visual perception and thinking skills. The childminder supports children to take turns and gives them clues or adapts the activity to help them achieve what they set out to do. She regularly praises children for their efforts, which helps boost their self-assurance and willingness to have another go.

- The childminder is reflective on her practice and provision. She is committed to developing her knowledge and understanding to support children in her care. The childminder has undertaken some training to help her develop an 'enabling environment' for children. She is keen to invest in further training with the local authority to continually improve the quality of teaching and enhance her professional development.
- Overall, the childminder interacts positively with children and supports their language development well. For example, she speaks clearly and uses repetition of language to help children say words correctly. However, she does not always give children enough time to think and respond to the questions she asks. Consequently, children do not have the chance to form the language they would like to use to further develop their speaking skills.
- The childminder is experienced and knowledgeable about child development. She provides activities based on children's interests and what she knows they enjoy. However, at times, when planning an activity, the childminder is not precise enough in identifying what she wants children to learn. This means that children's learning is not maximised.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to safeguard children and attends training to keep her knowledge up to date. She recognises the signs and symptoms of abuse, including exposure to extremist views and behaviours. The childminder knows the procedure to follow, and the appropriate agencies to report to, should she have any concerns about a child in her care. She has the relevant checks in place for herself and adults in her household. The childminder conducts daily risk assessments to support the health and safety of children and undertakes paediatric first-aid training.

What does the setting need to do to improve?

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

- provide children with more time to think and respond to questions, to extend their speech, language and thinking skills to a higher level
- develop a sharper focus on planning to identify more precisely what children need to learn from an activity, so that their learning is maximised.

Setting details

Unique reference number	EY362255
Local authority	Peterborough
Inspection number	10238090
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	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	31 March 2022

Information about this early years setting

The childminder registered in 2007 and lives in Peterborough, Cambridgeshire. She operates all year round from 8am to 6pm, 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
Marie Walker

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 childminder.
- 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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