

Childminder report

Inspection date: 10 February 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are confident and feel quite at home in the care of the dedicated childminder. They enjoy taking part in activities and show a curiosity and motivation for learning. Children remember what they have learned and readily share their knowledge during delightful conversations. For example, children identify a wide range of vegetables from pictures and explain which of them are their favourites. The childminder ensures children have plenty of opportunities to have experiences outside of the home. Children readily say they like going to groups where they see a wider group of friends. This has a positive impact on children's confidence in new situations. Equally, it contributes effectively to helping children prepare for the move to school when the time comes.

Children are developing their independence in self-care tasks, such as toileting and putting their coats and shoes on. Children have a good awareness of the daily routines and know what is expected of them. They play contentedly with their friends and generally behave very well according to their stage of development. When small disagreements occur, the childminder has good strategies in place to support children's growing awareness of appropriate behaviours. Consequently, children are swiftly learning how to share and take turns.

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

- The childminder has a clear vision of what children need to learn in their early years. She makes sure her curriculum covers all areas of learning and children have opportunities to develop their skills and knowledge ready for school. The childminder recognises the important role she has in enhancing children's abilities and identifying where more support is needed.
- Children's positive emotional well-being is effectively promoted from the day they start. The childminder allows for flexible settling-in sessions and recognises that for some children this can be a stressful time. She ensures favourite activities are available as a distraction. As children develop, they learn to recognise different facial expressions and, through pictures, they can say how they are feeling.
- The childminder places a high priority on supporting children to communicate well. She ensures children benefit from high-quality interactions throughout the day, so that children hear, and begin to use, a growing number of words as they play. For example, young children repeat the word 'excavator' for the first time to describe a toy truck. Children have a good level of understanding and follow instructions appropriately. Older children express themselves articulately and happily share news of their lives at home or activities they have recently undertaken.
- The childminder has a passion for reading and provides children with lots of

opportunities to read books and listen to stories. Her storytelling is superb as she skilfully brings books and characters to life. Children remember their favourite tales and become totally engrossed as they listen again and again to familiar stories.

- Children are learning about mathematical concepts at an early age. They are encouraged to compare size and weight as they handle different fruits and use the correct terms, such as 'heavier, lighter, bigger' and 'smaller'. Children readily count their playthings and are showing an interest in written numbers.
- The childminder has a genuine enthusiasm for her role and enjoys her time with the children. She is a good teacher and recognises how important each interaction or experience is to help children develop the skills they need. The childminder undertakes training and reflects accurately on what she needs to do to improve her practice further. Links with childminding colleagues and schools are used effectively to benefit the children attending.
- Parents offer positive feedback about their children's experiences with the childminder. They express how much the children enjoy attending and how the childminder is reliable and supportive. Parents are complimentary about the homely environment and the activities their children undertake.
- Although the childminder plans her daily activities well, she does not always incorporate enough time for children to lead their own play. This sometimes lessens the opportunities children have to follow their own interests and develop their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of safeguarding. She regularly attends training and knows how to report her concerns, following the procedures for her local area. The childminder understands how certain aspects, such as substance misuse or neglect, can have a lasting effect on children's well-being. The childminder carries out stringent risk assessments and takes suitable precautions to keep children safe at home and when out on trips.

What does the setting need to do to improve?

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

- refine planning to give an even better balance of focused activities and play opportunities that children independently choose.

Setting details

Unique reference number	EY487968
Local authority	Peterborough
Inspection number	10264342
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	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Peterborough, Cambridgeshire. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, 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

Jacqueline Baker

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.
- The childminder spoke to the inspector about what she wants children to learn and the skills she helps them to develop.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector and childminder completed a joint evaluation of an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- A number of parents sent letters to the inspector, who took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023