

# Childminder report

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Inspection date: 27 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are warmly welcomed into the childminder's setting. She has created a welcoming environment in a cabin in her garden, which is warm, bright and engaging. The childminder interacts positively with children, providing comfort and reassurance when needed. Children confidently approach her to share books, sing songs and to involve her in their play. The childminder supports children's behaviour positively. She listens to them and supports them to respect and help each other, modelling and encouraging children to use their manners. Children act as 'special helpers' to help their friends, which builds their confidence and supports them to take responsibility.

The childminder works closely with another childminder to provide a flexible routine, which helps children to feel safe in the setting. She knows the children very well and provides a broad range of learning experiences, which help them make progress. The childminder supports children to develop the skills they need to prepare them for the next stage in their learning. For example, she encourages them to wait and take turns. Children from disadvantaged backgrounds make good progress with their learning and development.

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

- The childminder carries out robust risk assessments to keep children safe. On outings, she takes all opportunities to talk to children about how they can keep themselves safe around roads. This includes watching out for cars and using the zebra crossing safely.
- The childminder carries out accurate assessments of children's learning and development. She knows the children very well and provides tailored provision to meet their needs. The childminder teaches children about feelings and caring for babies. She supports children to sing songs to the group independently. The childminder provides lots of opportunities for children to learn about the world around them, including different festivals and local events.
- Children develop independence as the childminder supports them to do things for themselves. They cut up their bananas for snack and put their shoes and coats on to go outside. The childminder helps children to wash and dry their hands and engages with them sensitively during personal care routines. Children eat a wide variety of healthy foods, and the childminder supports them to try fruit that they have not tried before. She regularly praises children, which helps them to feel valued.
- Children enjoy engaging with the childminder in conversation. She listens attentively and warmly responds, which extends their conversational skills further. The childminder reads stories and sings songs with the children. Her interaction helps to develop children's attention and concentration. They spend a

long time exploring the play dough with her while communicating freely.

- The childminder encourages children to choose what they would like to play with and talks to them to extend their learning. For example, one child enjoys making marks and the childminder talks to her about what she is writing and what her marks mean. The childminder is skilful in embedding mathematical learning into her everyday interactions with the children. This helps children to learn and remember numbers, counting and shapes meaningfully.
- The routine that the childminder provides meets the needs of the children. They have plenty of time to explore their interests, as well as participate in meaningful group activities. However, there are occasions when the youngest children are not fully included in routines, such as preparing snack and eating their lunch.
- Parents are very happy with the care their children receive. They comment on the progress their children have made with their counting skills as well as with potty training. Parents are also appreciative of the positive relationships their children have developed with the childminder. The childminder has developed strong links with other childminders and professionals. She shares information effectively so that children can receive any extra support needed. The childminder is proactive in keeping her own knowledge and skills up to date as she regularly undertakes training.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the potential signs that would give her cause for concern about a child. She has an awareness of local issues, which could impact on the children and families who attend the setting. The childminder has developed relationships with other childminders and professionals so that she can share information effectively, as well as update her knowledge of child protection issues in the area. She attends training regularly to keep her knowledge up to date. The childminder has developed robust policies and procedures for responding to any concerns. She understands the recording and reporting procedures, including how to report concerns about her colleagues.

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

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

- support the youngest children's skills and confidence by ensuring they are fully involved in all aspects of the routines.

## Setting details

<b>Unique reference number</b>	EY296505
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10276198
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	5 July 2017

## Information about this early years setting

The childminder registered in 2004. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 2. She provides funded early education for two-, three- and four-year-old children. The childminder works with another childminder.

## Information about this inspection

### Inspector

Tracy Joyce

## 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 provision.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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