

# Childminder report

---

Inspection date: 27 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

The childminder creates a homely environment where each child is valued and respected. Children settle quickly and form strong attachments to the childminder. The childminder responds positively to children's needs, providing comfort and reassurance when they need it. Children are learning to consider others and follow the setting's guidelines. For example, children queue patiently to wash their hands. The childminder models good manners and kindness, and children are kind and helpful to their friends. Children take it in turns to be 'special helpers', which helps them to learn to take responsibility and develops their confidence.

The childminder has developed an inviting environment in a cabin in her garden. It is warm, bright and includes a wide range of resources to suit children's individual needs. The childminder knows the children very well. There is a flexible routine in place, which helps children to feel safe. Children are developing positive attitudes to learning as they engage with the childminder in conversation. They are gaining confidence to sing aloud in front of the group and share their ideas. Children from disadvantaged backgrounds are well supported and make good progress with their development, participating happily in play with their friends.

## 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 and takes all opportunities to talk about safety when out on walks. She talks to children about looking for cars before crossing the road and the importance of holding onto the pushchair. The childminder checks that the garden is safe for the children to play in before they go outside.
- The childminder promotes independence during personal care routines. Children wash their own hands and put on their coats and shoes to go outside. The childminder supports group learning effectively. Children help to prepare snack. For example, they cut up bananas for themselves and their friends to share.
- There is an emphasis on learning about healthy lifestyles. Children try a range of fruit at snack time. They learn about other healthy foods and the importance of cleaning their teeth. Children spend time outside getting fresh air and exercise, and they are learning to make positive choices about their health.
- The childminder continually talks to the children. She reads books in interesting ways, sings songs and asks questions about their play. The childminder uses language that is clear. She takes opportunities to extend children's vocabulary, such as labelling parts of apples. However, sometimes, the childminder asks too many questions and children do not have time to think about their answers.
- Children enjoy reading stories with the childminder. She supports them to look at the pictures and predict what might happen next. The childminder helps children to create links in their learning. They read about 'Stick Man' and build

him out of blocks. The childminder takes opportunities to support children to play together while learning. For example, she explains how a sand timer is used to measure time and then suggests children use it to see how quickly they can build a tower together.

- The childminder assesses children's development accurately and provides interesting learning experiences so that they make progress. She embeds mathematical language into her conversation so that children learn about numbers, counting and shapes around them. Children who need more support when they start are given the help they need to catch up in all areas of their development.
- Parents speak very highly of the relationships that their children develop with the childminder. Parents also appreciate the progress that their children make so that they are ready for starting school. The childminder has an accurate view of the strengths of her setting. She works in partnership with another childminder to share information effectively. The childminder attends training to keep her skills and knowledge up to date and is keen to provide the best possible care for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of the signs that would concern about a child's welfare. She knows factors which might affect children and families locally and attends training to find out more about safeguarding and protecting children. The childminder works closely with other professionals to gather information about issues that might affect children and families in her care. The childminder has developed comprehensive policies to help inform her practice and keep children safe. She knows the local procedures for reporting concerns, including how to report concerns about professionals she works with.

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

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

- develop children's conversational skills, using a range of strategies, so that they have time and space to think and respond.

## Setting details

<b>Unique reference number</b>	EY296403
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10276197
<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 2005 and lives in Peterborough. 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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023