

Childminder report

Inspection date: 17 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 happy and settled in this welcoming setting. The childminder encourages children to be curious and to share their ideas. They are quick to play in the garden and hunt for spiders. The childminder builds on children's interests and helps them find other insects. Children practise and develop good physical skills as they use the climbing frame, slide and bars. Children are encouraged to take risks and challenge themselves while in a safe environment. The childminder helps children to manage their own safety. She reminds them to hold the bars when standing at the top of the slide, so they do not fall.

Children confidently chat to the childminder as they play. They receive lots of encouragement to try things for themselves. They persevere as they blow bubbles with bubble mixture. Children clap with delight when they are successful. The childminder is a good role model and offers gentle reminders for positive behaviour. Children develop their self-esteem and confidence through the regular praise that the childminder gives. Their behaviour is good. They know what is expected of them and listen and respond positively to the childminder. For example, children follow instructions well, such as sitting in their chairs before eating snack.

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

- The childminder knows the children well. She plans activities that the children enjoy doing. The childminder understands that children benefit from repetition to help with their learning. For example, she repeatedly helps children to complete a favourite jigsaw. They demonstrate that they have learned and remembered where each jigsaw piece goes. Children smile as the childminder praises them, and they enjoy showing their skills.
- Children show good levels of attention as they play. The childminder supports children's developing speech, such as by naming objects and repeating back what children say clearly. Children hear new words as they play. For example, when the pen rolls under the paper, the childminder says it has 'disappeared' and is 'hiding'. This helps children to develop their own vocabulary.
- The childminder uses opportunities throughout the day to incorporate numbers into children's play. Children begin to practise their counting skills as they choose coloured rings to drop into a large grid. The childminder counts each car as children play with them. This helps children to develop positive attitudes towards mathematical learning.
- The childminder helps children to do things for themselves. Children know they need to wash their hands before having a snack. The childminder understands that it is important for children to lead a healthy lifestyle. She works with parents to ensure that children can try new foods. Children learn to feed

themselves. They develop their self-care skills.

- The childminder takes children out into the community to build their confidence in new situations. Children visit playgroups to mix with other children and develop their social skills. They go to 'soft play' to extend their physical strength on the equipment. They visit local shops to develop their understanding of the world.
- Children are learning to appreciate what makes them and others unique. The childminder helps them to celebrate different religious festivals and learn about the importance of values like tolerance and respect for one another.
- The childminder understands the benefits of children receiving consistency in their care and learning. She works in partnership with other providers where children also attend. They regularly exchange information on the children's learning and well-being. When children move on to their next stage of education, the childminder also shares information to help with a smooth transition.
- The childminder shares information with the parents. She has daily conversations with parents and shares messages and photos of the children having fun.
- The childminder reflects on her practice to make improvements. For example, she is considering how to introduce more growing into the garden. She completes mandatory training, such as paediatric first aid. She shares ideas with other childminders to help broaden her knowledge. However, she does not target professional development opportunities to help raise the quality of education to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She routinely checks her home and garden to ensure that they are kept free from hazards. The childminder thinks about the ages and capabilities of children when planning activities. She is clear on the signs and symptoms that might indicate a child may be at risk of harm. The childminder knows the correct procedure to follow if she has concerns about a child. She is aware of the signs to look out for if a child is being radicalised. She has a clear procedure in place if allegations are made against her.

What does the setting need to do to improve?

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

- build on professional development opportunities to enhance teaching skills over time.

Setting details

Unique reference number	257035
Local authority	Peterborough
Inspection number	10264063
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder registered in 1992 and lives in Peterborough. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Topham

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 inspector observed the interactions between the childminder and children.
- 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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