

Childminder report

Inspection date: 19 May 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 happy and settled in the welcoming environment the childminder provides. They enjoy her company and repeatedly seek her out to share their observations. For instance, they excitedly rush to tell her they can see the pet cat through the window. They giggle with joy as they watch it chasing in the garden. Children make good progress and they are confident and motivated to learn. Children access a wide range of toys independently. They show persistence and good problem-solving skills as they complete puzzles and shape sorters. Children enjoy a wide choice of sensory experiences. For example, they explore the wet compost with their hands following a seed-planting activity. They welcome the childminder into their exploratory play. She skilfully extends their learning experience by setting mark-making challenges for them to try.

Children behave well. They learn to share and take turns. Children respond well to the childminder's gentle reminders that reinforce her behavioural expectations. Children enjoy having responsibility for routine tasks during the day, such as helping to tidy away toys and handing out equipment during group activities. The childminder encourages children to use good manners. For instance, they use words such as 'please' and 'thank you' when requesting toys.

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

- The childminder knows what she wants children to learn. She works closely with parents to establish children's starting points and assess their progress. The childminder plans activities and experiences based on children's interests. For example, she skilfully creates a vehicle-matching activity as they play. This helps children to sustain their interest. They begin to compare cars and trucks with those on a poster. The childminder introduces language relating to size and shape. Children confidently group vehicles into colours and remain involved in the activity.
- The childminder takes the children on various trips around the local community, such as exploring the local woods. This helps to further develop their understanding of the world around them. She also uses these trips to develop children's personal, social and emotional development. For instance, they regularly visit the local libraries for rhyme time, and meet up with other childminders to mix within larger groups.
- Children confidently engage in conversations with the childminder. She talks to children about what she sees them doing and introduces new words as they play. For example, as children plant seeds, the childminder encourages them to repeat new words, such as 'shovel' and 'compost'. The childminder is mindful to address children's mispronunciations sensitively. The childminder asks questions to check children's understanding. However, she does not always give young

children enough time to think and respond to questions in order for them demonstrate what they know.

- The childminder ensures that children have plenty of opportunity for fresh air and outdoor play. They enjoy healthy snacks and grow fruit and salad items in the garden, such as beans and strawberries. The childminder teaches the children the importance of staying healthy. They learn how to wash their hands following messy play and before meals. The childminder uses targeted activities for children to learn about good oral hygiene. This helps to support children's overall physical development.
- Partnerships with parents are good. The childminder shares regular updates with parents about their children. This includes information about the activities they take part in and suggestions for support at home. Parents describe the childminder as 'welcoming' and 'caring'. They state their children settle quickly and make good progress.
- The childminder evaluates her provision and accesses training to support her professional development. She focuses on developing her skills to support the children in her care. For example, she has recently completed training for supporting children's behaviour. The childminder has incorporated strategies to support children's turn taking and sharing. As a result, children behave well and learn to share from an early age.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility for keeping children safe from harm. She supervises children vigilantly, and thoroughly risk assesses her environment. For example, she uses stairgates to prevent children from accessing areas of the home not used for childcare. She teaches children how to cross roads safely while walking in the local community. The childminder knows how to recognise the signs and symptoms of abuse, including female genital mutilation and county lines. She understands how to refer concerns to the appropriate safeguarding agency, including accessing early help for families in need.

What does the setting need to do to improve?

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

- give children time to think and respond when asking questions so that they may fully demonstrate what they know and can do.

Setting details

Unique reference number	EY365232
Local authority	Peterborough
Inspection number	10285459
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 October 2017

Information about this early years setting

The childminder registered in 2007 and lives in Peterborough. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the effect of the pandemic with the provider and has taken this into consideration in her evaluation of the setting.
- The childminder and inspector completed a learning walk together and discussed the learning intentions for the children.
- 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 childminder and the inspector carried out a joint observation together.
- The written views of parents were considered during the inspection.

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