

# Childminder report

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Inspection date:

20 July 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Overall, children do not receive good-quality education. Although the childminder understands some aspects of children's typical development, she does not plan well enough to inspire their learning. She does not provide them with an ambitious curriculum that builds on what they already know and can do. Nevertheless, children are happy and well settled. They demonstrate that they form strong bonds with the childminder. Children confidently approach the childminder to seek cuddles, and she responds affectionately.

Children listen to the childminder and follow her instructions. The childminder is consistent and calm when helping children to understand how to share and take turns. However, her lack of ambition for children means that they are not always motivated to be curious or build a love of learning. The progress in learning that children make is coincidental to what they do when they are with the childminder.

The childminder provides children with healthy meals and snacks. Children tuck into fruit snacks and have access to fresh drinking water throughout the day. The childminder encourages children to make choices. Children discuss what they would prefer to eat for lunch. The childminder happily accommodates children's different choices as she respects their individuality.

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

- The quality of teaching requires improvement. The childminder does not have all the necessary skills to help children make good progress in their learning. The childminder ensures that required training is refreshed regularly, such as safeguarding and paediatric first-aid training. However, her professional development is not focused sufficiently on improving her teaching skills.
- The childminder lacks ambition for children to build a rich and varied vocabulary. She helps children learn how to count. However, she does not identify and introduce broader mathematical ideas and concepts to extend children's learning as they play. When children fill and empty containers with sand, the childminder simply comments that their creations are 'beautiful' or pretends to eat the 'cake'. She does not introduce mathematical language about volume and capacity or encourage children to think more deeply, such as to consider how many more scoops of sand are needed to fill up a cup.
- Children enjoy playing with the toys and resources that the childminder provides. However, the childminder's interactions tend to be in response to children or when they need help to share. She does not always consider when to join in to build purposeful play and meaningful conversation that help children to move on in their learning. Sometimes, the childminder follows her established routine and does not consider how this has an impact on the quality of

education she provides for children. For instance, she often arrives with children in her car, up to an hour early, to collect older children from school. She does not consider how this weakens learning opportunities for younger children and does not always meet their individual needs.

- The childminder regularly shares information with parents about what children do. She has appropriate plans in place to share information with other providers that children also attend. When children move on to school, she provides teachers with information about the child to help them settle.
- The childminder regularly takes children on trips into the local community. Children gain increasing control in movement as they use large equipment at parks. They enjoy the natural environment, for example through trips with the childminder to nearby beaches and streams. The childminder teaches children how to play safely. She teaches them to be kind to the animals and insects they encounter as they play.
- The childminder helps children to become independent in their self-care. Children learn to use cutlery and gain independence in their personal care routines. They learn when to wash their hands and understand that this is important to support their good health.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training about safeguarding and child protection. She identifies possible indicators of child abuse and neglect. The childminder knows what to do should she have any concerns about a child's welfare. She knows the process to follow should an allegation be made against herself. The childminder understands the risks to children of being exposed to extremist views and knows the relevant agency to contact should she have any concerns about a child.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
establish a curriculum that provides children with a challenging and enjoyable experience in all seven areas of learning and development	20/10/2023

undertake appropriate professional development opportunities to increase knowledge and understanding of how children learn, and develop teaching skills to help to support children in building on what they already know and can do.	20/10/2023
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## Setting details

<b>Unique reference number</b>	EY320450
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10302334
<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>	0 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	23 January 2019

## Information about this early years setting

The childminder registered in 2006 and lives in Peterborough. She operates all year round from 8am to 5pm, 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**  
Gail Warnes

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- 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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