

Childminder report

Inspection date: 15 February 2024

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

The provision is good

The childminder creates a warm and welcoming environment in which children play and learn. She gets to know the children well and ensures the activities they enjoy are ready for them to play with. The childminder builds strong relationships with children, who eagerly seek cuddles and support from her. She recognises the importance of children developing good communication skills. The childminder talks to children as they play, describing what they are doing and introducing new words. Children use more complex vocabulary in their conversations. They describe the different features of toy dinosaurs and correctly pronounce the names. Children are content to explore the resources in their own way. The childminder encourages children to use their imagination as they play with the toy food pretending to cook her dinner in the play kitchen. The childminder takes children to a range of community groups throughout the week, to extend their learning experiences. They have many opportunities to socialise with other children.

Children's behaviour is good. Younger children are learning to share, and the childminder helps older children understand this. Older children help to tidy up by putting the toys back in the boxes. They tell younger children what they need to do to help.

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

- The childminder plans a varied curriculum. She implements the curriculum flexibly to meet the needs of the children. The childminder uses her observations of children to identify their next steps for learning. Overall, the childminder supports children's play and learning well. However, occasionally, the childminder does not give children time to think and try out their ideas. For example, while painting using vegetables and brushes, children are eager to explore mixing different paints together. The childminder acknowledges the children's questions about making different colours but does not give them time to fully explore their fascinations before she moves back to the planned activity.
- Children are developing the skills to manage their own personal care. Older children know they need to wash their hands after painting and before eating. The childminder encourages children to be independent in their own care routines. Even the youngest children wash their hands before lunch and have a go at feeding themselves with a spoon. The childminder recognises and praises their efforts. Children respond with delight to her praise and attention by smiling.
- The childminder is aware of the importance of developing children's skills in mathematics. She makes good use of counting songs. However, the childminder does not design the curriculum for mathematics as effectively as for other areas of learning. Opportunities to extend children's understanding of shape and

pattern are not thought through. For example, when children are eager to complete a more challenging jigsaw, the childminder does not introduce shape recognition, pattern matching or help children to look for the number of sides to the pieces. As a result, older children do not experience and develop as much confidence in early mathematics as well as they could.

- Children have access to a garden and use their physical skills to climb and balance. The children particularly enjoy going to visit the park to use the play equipment to develop their muscle strength.
- The childminder identifies when children may need a little extra help. She provides the support that each child may need to make good progress. The childminder understands the importance of working in partnership with other agencies involved in children's care and learning. This helps to ensure a consistent approach to children's learning and development.
- Parents are complimentary about the childminder. The childminder updates parents about their child's progress. She makes suggestions about how parents can contribute to their child's learning at home.
- The childminder is aware she needs to notify Ofsted of any changes to people living in her home. She has completed the Disclosure and Barring Service checks for the individuals and now needs to work with Ofsted to ensure she provides them with the information needed to further assess suitability.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- allow children to follow their own fascinations and interests at their own pace to make best use of opportunities to support their learning and development
- make better use of opportunities that arise to develop children's mathematical skills and understanding further.

Setting details

Unique reference number	EY496464
Local authority	Peterborough
Inspection number	10305267
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	4
Date of previous inspection	15 February 2018

Information about this early years setting

The childminder registered in 2016 and lives in Werrington, Peterborough. She operates all year round from 7.30am to 5.30pm Monday to Friday all year round, except for bank and family holidays.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and taken that into account in their evaluations of the provider.
- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their written views of the childminder's 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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