

Childminder report

Inspection date: 8 January 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are provided with the very best start in life, receiving an extremely high level of care and education. The childminder carefully sequences children's learning over time, which expertly builds on what children know and can do. This helps them to be fully prepared for starting school and their life beyond. The childminder's curriculum is ambitious for all children. The rich learning experiences she provides ensure children's learning is consistently fun and challenging. These include helping to care for the childminder's chickens, visiting the library to read and choose books, and butterfly and bird watching in the garden. Children visit the local fishmonger's to find out about different fish. The childminder extends this learning back at home by researching with the children the unfamiliar fish they have seen to find out about their habitats and any facts about them.

Children show excellent focus during activities. They listen well to the childminder and follow her lead, only needing to be shown a new skill once before having a go themselves. Children are very confident to try new things and demonstrate high self-esteem, clapping themselves for their achievements. Children are taught to be respectful and use their good manners consistently from a young age. Children develop a strong sense of belonging in the childminder's home, where their belongings are kept and artwork from all children is displayed. Children are very familiar with the routines of the day.

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

- The childminder demonstrates excellent teaching skills. She is engaging and communicates her subject knowledge well to adapt to different children's ages and stages of development. Children welcome her warm approach and patience; they lovingly approach her for a cuddle and enjoy her interactions as they play. The childminder teaches children to be resilient and to try again when things are challenging, for example when they struggle to put their boots on the right feet or when they find that putting a lid back on a paint pen is difficult.
- The childminder recognises that each child is unique. She understands children's learning styles and their individual personality traits. The childminder notices children's emerging interests and play preferences. She provides plenty of varied opportunities that help children build on and develop their interests. For example, children learn about quantity and gravity as they fill and empty a range of containers and resources. The childminder carefully and consistently tracks children's progress during their time with her to ensure they are making the best possible progress that they can.
- The childminder ensures that children are fully supported to develop their independence and gives very good consideration to the practical aspects that lay the foundations for life, such as getting dressed themselves for outdoor play or

learning to feed themselves in preparation for school. Children are quickly learning about the childminder's behavioural expectations and tidy away resources with little prompting.

- High-quality teaching of early communication and literacy skills helps children to develop a love of books. Great emphasis is placed on the importance of reading to develop children's communication skills and fuel their imagination. Babies babble as they turn the pages of a book, bringing the story to life in their own way. Learning is often focused on books the childminder knows are the children's favourites, which helps to engage and motivate them. Children proudly take their named book bags home to read stories with their parents.
- The childminder provides children with continuous access to resources and play opportunities that encourage children to use their hands in a number of interesting ways. This helps to strengthen hand muscles in preparation for writing later in life. For example, children scoop and throw seeds to the chickens with their hands, twist and turn knobs and switches, and are encouraged to place lids back on paint pens.
- The childminder has formed strong relationships with all parents and provides excellent support to families and their children. Parents receive constant communication about their child's time in the setting and their ongoing development. The childminder consistently suggests ways parents can continue children's learning at home. Parents comment that their children feel at home, comfortable and safe in the childminder's care. They appreciate the childminder's guidance and encouragement.
- The childminder is very quick to recognise when children require additional support in their care or learning. She works diligently with parents and other professionals to implement strategies and learning opportunities that help children achieve their full potential. The childminder uses her own initiative to intensely research information relating to children's symptoms or diagnoses so that she is fully prepared to meet their needs.
- The childminder consistently reflects on her practice. She is always striving to keep her knowledge of childcare relevant and seeks out professional development opportunities that will benefit children's experiences and learning opportunities. This helps to ensure children are constantly receiving the high-quality education they deserve.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	257005
Local authority	Peterborough
Inspection number	10364290
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 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 January 2019

Information about this early years setting

The childminder registered in 1992 and lives in Peterborough. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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.

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