

Childminder report

Inspection date:

17 November 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

All children receive the highest quality of care. They are happy, safe and even those who are new to the setting are very well supported. Children form strong bonds with the childminder and her assistants, who show a genuine interest in the children and are kind and caring. The children experience rich and varied learning experiences. These take place within the purpose-provided premises, situated in the garden of the childminder's home. The children have freedom to flourish in this highly engaging indoor and outdoor learning environment, which they access in all weathers.

Children with special educational needs and/or disabilities (SEND) or those who are less confident are given exceptional support. All children are fully included. Children use their imaginations as they freely experiment with the broad range of open-end resources available. They role play with small-world resources. They engage in messy play as they explore the properties of flour, sifting, stirring and even feeling the texture on their faces. Children problem solve as they have a go at completing puzzles and strengthen their muscles as they play at tightening and loosening nuts and bolts. At all times, children are supported to listen to each other, to take turns and encouraged to share.

From an early age, children learn about routines and expected behaviours. The childminder and her assistants offer excellent support and clear explanations to help children to develop high levels of self-control and to help them to express themselves appropriately. Overall, children are kind and cooperate very well with their friends. Toddlers and children with SEND are gently reminded to consider the feelings of others when they are playing. This helps them to understand the expectations of behaviour.

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

- The childminder is extremely passionate about the care and education she offers. She works very closely with up to two assistants at any one time. She, along with her assistants, holds an early years qualification and has significant experience in caring for children. All adults engage in a wealth of training and research to continually develop their professional skills. The childminder is highly reflective and skilfully identifies areas that can be further enhanced. Training is targeted to improve knowledge and skills and benefit the children in her care, particularly those with SEND.
- The childminder offers home visits and gathers valuable information about children and their families before they start. This enables her to expertly tailor flexible care and settling-in arrangements to meet the needs of each child. All parents are provided with a wealth of information and support on a wide range

of parenting issues, such as managing children's behaviours, potty training or accessing external family support services. Recently, the childminder has introduced 'healthy eating swaps', encouraging children and their families to swap items in their lunchboxes for more healthier options.

- The childminder and her assistants use a wide range of effective strategies to support children's communication and language development. They provide a language-rich environment. All adults speak clearly, provide ongoing commentary and frequently break into songs that children are familiar with. Children get frequent opportunities to hear and join in with stories and rhymes. A love of books and skills for the future are further promoted, as children can select a favourite book to take home to enjoy with their families.
- The childminder and her assistants skilfully ask questions for thinking, pausing to give children opportunities to fill in missing words. They provide simple clues when children do not know the answer, to give children opportunities to guess and a real sense of achievement when they get it right. Picture exchange communication symbols, particularly for those children who find it harder to communicate or who are learning to speak English as an additional language, are used effectively to aid communication.
- Children show exceptional independence skills given their ages. They learn that when the tidy-up count down song is played, it is time to tidy up. Children learn how to wipe their noses, checking to see if their faces are clean enough in the low-level mirror before popping their tissue in the bin. They know where to find their pegs and practise putting on their coats and shoes. Some older children show real empathy for others as they help their younger friends. All children are encouraged to persevere and 'have a go', and their efforts are celebrated with a 'high five'.
- Children benefit enormously from the rich opportunities provided to engage in activities outside of the home. Children explore the natural world in the local park. They take part in everyday activities, such as posting letters at the local post office or visiting the chemist. Children have opportunities to build wider relationships when they attend a local toddler group and other child-friendly spaces. This helps to build children's confidence and enhance their social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive understanding of how to safeguard children. She is highly committed to keeping children safe. She has a secure knowledge of the current safeguarding procedures to follow should she have any concerns about children's welfare. The childminder attends regular child protection training. Safeguarding policies and procedure help to underpin practice for the childminder and her assistants. The childminder's assistants attend child protection training and have a secure knowledge and understanding of their safeguarding responsibilities. They understand the steps they must take should they have concerns about a child or concerns about any adult caring for the children.

Setting details

Unique reference number	2591972
Local authority	Peterborough
Inspection number	10262238
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	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 after being previously registered from 2007 to 2016. She lives in Peterborough and operates all year round, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She works with up to three assistants. Two assistants hold level 3 qualifications, and one assistant holds a level 2 qualification. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

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 this into account in their evaluation of the childminder.
- The inspector and the childminder conducted a learning walk and discussed how the early years provision is organised, including aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke with the childminder's assistants.
- The inspector spoke with a sample of parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and her assistants.

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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