

Childminder report

Inspection date:

6 November 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder highly values the children in her care and their individuality is truly respected. Children feel welcomed and loved. Babies quickly form close bonds and enjoy the close interactions they receive. Children form a very strong sense of belonging as they delight in seeing themselves and their families in photos displayed in the home. These photos help to promote rich conversation about the special people in their life, places they have visited with the childminder, and the wealth of activities they have enjoyed.

The childminder is ambitious for all children to learn to their full potential and strives to give them the very best learning experiences. She creates an extremely exciting learning environment for children, both within her home and through the many planned outings in the community and beyond. Children benefit from the thought and time that the childminder invests in her planning of activities to ensure that learning is fun, highly motivating and meets children's learning needs. Children demonstrate excellent levels of concentration and involvement in their play. They understand how they must share and take turns with their friends, such as when playing a card game, and they have developed truly loving friendships with each other. For example, children complement each other's appearance, such as their hair, and demonstrate high levels of self-esteem when they reply that they know their hair is beautiful.

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

- The childminder has established a very effective curriculum that fully supports children's preparation and transition to school. She has high expectations for all children and consistently builds on what children know and can do. Activities are carefully planned with all children's learning needs in mind. She uses her varied and established teaching skills to differentiate between individual ages and stages of development. This means that children receive an excellent tailored approach to their learning that gives them the firm foundations they need to thrive in the world.
- Children are highly articulate and can express their wants and needs confidently. They consistently engage in meaningful conversations, both with the childminder and with each other in their independent play. Children hear a rich variety of language to add to their ever-growing vocabulary. Stories and songs, including ones sung in Spanish, feature every day. The childminder skilfully helps children to link the stories they read to real-life experiences. For example, she recalls finding spiders and their webs during a recent trip to a farm when enjoying a favourite book about spiders. Children can recognise and sound out the letters of their name. With encouragement from the childminder, they learn to spell out their name through fun activities.

- The childminder consistently promotes and encourages children's mathematical skills. Children confidently count and recognise numbers and shapes in their environment. To further extend some children's learning, the childminder is beginning to introduce simple calculation through activities. For example, if children have 8 penguins in a balancing game but they need 10, they are encouraged to count on and think about how many more they need.
- Parents receive a wealth of information about their child's time with the childminder. Planning of activities and what children need to learn next are all shared regularly with parents. The childminder provides suggestions about the types of activities they can do at home to support learning, and parents have access to the childminder's resources and books. Parents speak extremely highly of the childminder and her services. They comment on her commitment to children's well-being and development and her genuine love for children.
- The childminder helps children to learn to consider their own feelings and those of their friends. Children are supported to manage and express their emotions through discussions and games. A routine welcome song helps children to communicate how they are feeling each day, with children smiling and telling the childminder that they feel happy. Children receive exceptionally high levels of praise and encouragement, which gives them confidence to attempt new tasks and have a positive attitude to learning.
- Children are extremely independent. They confidently toilet themselves and wash their hands. To further support children's self-care, the childminder has placed a mirror at child height so that they can see themselves when cleaning their own faces after meals and decide when their faces are clean. At snack time, children pour their own drinks and cut their banana. Children are encouraged to make their own choices in their play.
- The childminder continually extends her professional development. Meaningful training opportunities, such as those linked to communication and language and the use of puppets to promote speech, help to improve experiences for children and maintain the high standard of childcare that children receive and 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	EY265920
Local authority	Peterborough
Inspection number	10355087
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	0 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 November 2018

Information about this early years setting

The childminder registered in 2003 and lives in Peterborough. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- 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.
- 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 inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their written 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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