

Childminder report

Inspection date:

9 February 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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive with the childminder and are highly confident to join in with the stimulating, hands-on experiences which she provides. They eagerly explore the rich and exciting environment and enjoy discovering new things from the wealth of resources on offer. Babies practise their growing physical skills as they cruise around the space and pull themselves to standing, using the carefully positioned furniture. Children are captivated by the noise made as they bang the toy pans on the play cooker. The childminder helps babies to understand emotions through play, gentle comfort and by quickly responding to their needs. Babies show joy when singing songs such as 'If you are happy and you know it, clap your hands'.

Children develop high levels of independence. For example, they are eager to do things for themselves, such as putting on new shoes, showing determination until they succeed. The childminder helps children to learn about and celebrate festivals and events that are important to them and their friends. This helps them to develop a strong sense of individuality. Children's behaviour is exceptional. Children learn the clear setting rules from a very young age. They learn to say 'please' and 'thank you' and to be gentle and kind to each other.

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

- Children are developing excellent communication skills. The childminder skilfully weaves new words into the conversation as children play. She checks children's understanding, offering alternative words to help to embed this new knowledge. This is highly effective in helping to extend children's vocabulary. For example, during a toothbrushing activity, the childminder introduces words such as 'cavity' and 'decay' and explains how to keep teeth clean and healthy.
- The childminder has high expectations for children. She praises their efforts when they work hard to achieve difficult tasks, which helps to build children's confidence in their abilities and reinforces a positive attitude to learning.
- The childminder has a superb understanding of what each child already knows and what they need to learn next. She uses this information to plan high-quality care and education that builds on children's interests.
- Children enjoy looking at books throughout the day. They choose from a wide range of books that are easily accessible. The childminder encourages a love of reading. She gives babies time and space to explore books independently and share familiar stories together. When using a toothbrush to clean the brown play dough off pretend teeth, the childminder introduces a book about a crocodile's scary teeth. Children look at the book with the childminder, turning the pages and smiling as they point to familiar images.
- Children with special educational needs and/or disabilities make excellent progress. The childminder works closely with parents and other agencies to

review children's next steps. This helps her to decide what level of teaching and support is needed for children to move on to the next stage of their learning.

- Babies learn about mathematical skills while sorting shapes. The childminder introduces words such as 'circle', 'square' and 'rectangle'. She uses comparative language, such as 'bigger' or 'smaller', as well as counting from one to four with them.
- The childminder plans meaningful outings and purposeful experiences for children. She makes excellent use of local provisions, such as a library and toddler groups, to provide children with opportunities to build their social skills.
- The childminder has a detailed understanding of each child's specific needs. She works in partnership with other schools and pre-schools that children attend. This helps to provide children with consistent support in their care and learning.
- The childminder is highly committed to continuously improving her knowledge and skills. She plans professional development to help her to improve even further the high-quality teaching to enhance children's learning. For example, from recent training, she understands that for children to develop their early writing skills, they need lots of rich opportunities for physical play. Children learn balance and muscle control on their walks around the nearby nature reserve and when visiting the local soft-play centre.
- Partnerships with parents are very well established and valued. Parents report how exceptionally well informed they are about their children's learning. They state that their children enjoy a wide range of experiences with the childminder. Parents comment that the childminder is approachable, supportive and always has time for them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a robust knowledge and understanding of the signs and symptoms of child abuse and neglect. She keeps up to date with safeguarding training and expertly knows the procedure to follow in the event of any concerns about a child or adult. Children's absences are monitored. The childminder works exceptionally well with other agencies to ensure that children receive the help and support they need. She ensures that her home is a safe environment for children and any risks are minimised.

Setting details

Unique reference number	EY289548
Local authority	Peterborough
Inspection number	10106289
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 March 2015

Information about this early years setting

The childminder registered in 2004 and lives in Hampton Vale, Peterborough. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Topham

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.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- 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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