

Childminder report

Inspection date:

23 May 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides an excellent tailored approach to children's learning that gives them the firm foundations they need to thrive in the world. She is ambitious for all children and provides a range of rich learning experiences that they thoroughly enjoy participating in. The childminder demonstrates excellent teaching skills and naturally turns many routine aspects of the day into learning opportunities. For example, as children help to tidy away dough, they are encouraged to match the coloured dough to the correct coloured lid. Children have formed very close attachments to the childminder. They openly want her to join in their role play and they enjoy reading books together.

Children behave extremely well in the setting and have built close friendships together, despite differences in ages. Older children are kind and supportive towards younger children. They offer to help them turn on the tap and use the soap in the bathroom and help them as they learn to count objects. Children are very proud of their achievements and demonstrate an excellent attitude to trying things themselves. Children excitedly tell the childminder 'I did it' as they fasten the zip on their coat independently.

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

- The childminder's well-thought-out and carefully sequenced curriculum builds on what children know and can do and helps to ensure that children are fully prepared for starting school. She ensures that they are fully supported to develop their independence and gives very good consideration to the practical aspects, such as getting dressed and undressed for physical exercise and being able to carry a tray of food unaided as part of the school lunchtime routine. She ensures children have plenty of opportunity to practise these skills in their play, such as providing a café role play.
- The childminder knows the children she cares for and their families extremely well. She constantly speaks with parents and children about their learning at home and places they have been so that she can incorporate this knowledge to build on children's interests and further expand their learning. For example, children have been exploring and finding out about different birds, sparked by a child talking about a bird's nest they had seen recently.
- There is a high focus on building children's communication and language skills as the childminder recognises this as the firm foundation to children's learning. Together, they hold interesting and meaningful conversations as they play. Children show curiosity and ask the childminder questions. For example, they wonder if horses drink from ponds and discuss the high possibility of this. Children show a good appreciation for books. They show that they understand that words are read from left to right, moving their finger across the page as

they 'read'. The childminder ensures children see other means of print in a meaningful context in their play, such as on menus in their café role play.

- Parents appreciate the regular communication they receive from the childminder about all aspects of their child's time with her. They feel that she is highly professional and provides the highest level of care. The childminder works closely with other professionals, such as local schoolteachers, who visit children in her home prior to them starting school.
- The childminder gives children a wealth of experiences beyond her setting that enhances their learning and gives them a sense of the world around them. There are regular library visits to choose books, visits to garden centres to buy seeds and flowers to plant and time spent at the local parks for large physical exercise. Children experience bus trips into the city to visit the museum and learn about different periods in time.
- The childminder demonstrates a clear and ongoing commitment to her professional development. She is always striving to learn and keep up to date with changes in child development. She accesses meaningful training opportunities that improve experiences for children and helps her to 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	EY350287
Local authority	Peterborough
Inspection number	10335201
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 June 2018

Information about this early years setting

The childminder registered in 2007 and lives in Peterborough, Cambridgeshire. She operates all year round from 7.30am to 5.30pm from Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carly Mooney

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 provision.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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