

# Childminder report

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Inspection date: 11 February 2020

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## **Overall effectiveness**

## **Outstanding**

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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 feel safe, secure and loved in this highly stimulating and nurturing environment. Even the quietest of children develop superb levels of confidence and participation, enabling their unique characters to shine through. Children are barely able to contain their excitement as they get to share their photographs and videos from home with the other children. They talk about the parties they have been to, their ride on a real tractor and demonstrate what they have learned at ballet.

Children are highly motivated to join in with activities. They show determination and perseverance as they practise and master new skills. Children's interests and next steps in learning are weaved seamlessly into the experiences they take part in. For example, a simple activity using soft dough enables them to develop their smaller physical skills, and explore numbers, colours and their sense of smell. They learn new words, such as 'sparkly' and 'twist', as they add buttons, bows and use various tools. Interactions between the childminder and children are consistently of a high quality.

Children's behaviour is exemplary. They show immense levels of kindness and consideration towards others. For instance, they recognise when a child is not present before an activity begins and run off to inform them. Children work through problems independently. They know the meaning of happy and sad and can talk about what makes them feel this way.

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

- The qualified childminder is extremely organised and professional in her approach. She has the highest expectations for all children and swiftly identifies the times when they may need extra support. This ensures any gaps in their learning are quickly addressed, so that they make the best possible progress.
- The childminder reflects on all aspects of her practice and actively includes the feedback from parents and children to support ongoing improvement. She ensures both she and her assistant access a wide range of training opportunities to continually build on their subject knowledge.
- The childminder and her assistant work incredibly well together. They draw on their individual strengths to take on clear roles and responsibilities. The consistency in their teaching techniques is exceptional and empowers children to make independent choices and embed learning in a meaningful way.
- The systems for assessing children's progress are meticulous and the childminder involves parents every step of the way. This includes gathering precise information from them about children's achievements at home before she completes each summary of their development.
- Children have marvellous experiences to learn about other cultures and the

outside world. For example, they recently visited a Chinese supermarket as part of the New Year celebrations and learned about gravity at a science museum. Children explore what religion may mean to people as they visit places of worship. They listen as they are told about traditions such as the need to have bare feet and use a mat to kneel for prayer.

- Children show high levels of energy as they engage in physical activity. Outdoors, they chase coloured scarves as they blow in the wind. They carefully maintain their balance as they ride on scooters and negotiate pathways and small spaces.
- Children embrace the responsibility of small tasks. They are eager to see who will be picked as the 'helper of the day' and swiftly step into this role. Children explain this may mean helping to clear away after the morning snack and making sure everyone is given their lunchbox.
- Reading and literacy are made extremely exciting for the children. They are keen to share variations of 'The Gingerbread Man' books they have brought from home and talk about the story content. They are especially amused by the life-like animal noises made by the childminder's assistant.
- The childminder ensures every child is very well prepared for school. For example, about a year before they move on, she sends monthly newsletters to parents with details of a new skill they could practise at home. As the time approaches, she welcomes school teachers in to visit the setting and get to know the children they will be working with.
- Parents have high praise for the childminder and her assistant. Those who have moved out of the area continue to travel the extra distance so their children can remain in her care. They especially like the themed days the childminder plans and the various ways she uses to keep them updated. Parents say the children are so loved and well looked after, always eager to tell them about their day. Children say 'I am hoping to stay here for ever until I grow up' and thank their parents for sending them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete ongoing training and read relevant documentation to ensure their safeguarding knowledge remains up to date. They both have a very good understanding of current issues that may pose a risk to the children in their care. The childminder and her assistant recognise their responsibility to promote children's welfare and know the procedures to follow if they have any concerns. Robust systems are in place ensure the childminder gains alerts to any changes to the local authority procedures or expectations. She uses effective ways to ensure the ongoing suitability of her assistant.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY428372                                                                          |
| <b>Local authority</b>             | Cambridgeshire                                                                    |
| <b>Inspection number</b>           | 10113060                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 10                                                                           |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 13                                                                                |
| <b>Date of previous inspection</b> | 11 January 2013                                                                   |

## Information about this early years setting

The childminder registered in 2011 and lives in Yaxley, Peterborough. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and is registered to work with an assistant. She provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Pepper

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a walk around the premises with the childminder. She discussed the learning curriculum that she provides and completed a joint evaluation of the activities available.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of persons living or working in the household.
- The inspector spoke to and interacted with children during the inspection.
- The inspector took account of the views of parents and older children through written feedback provided.

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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