

Childminder report

Inspection date: 28 March 2022

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 relish spending time with this kind and loving childminder. They thrive in her care, laughing and smiling broadly as they play together. Children often gesture for cuddles and welcome the childminder's interaction in activities. They are warmly welcomed into her home as part of her extended family. The childminder always has the children's very best interests at heart and high expectations for them to do well and succeed in life. Children, including babies, are extremely confident in the childminder's care. They happily approach visitors to show them their toys and engage in a game of peek-a-boo. Children easily articulate their wants and needs to the childminder and make their own play choices.

Children are regularly taken out on rich and meaningful outings. They learn about the seasons when they visit parks and nature reserves. They know that leaves fall from trees and turn orange in autumn. Children enjoy trips to the zoo and spending time in groups with children cared for by other childminders. This helps them to establish friendships and further develop social skills. In the garden, children learn about growth as they help to plant seeds for flowers and vegetables. They often take the produce home to eat with their families or plant in their own gardens.

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

- Meeting children's individual needs is the highest priority for the childminder. She demonstrates thorough knowledge of children's backgrounds and extended families. The childminder fully recognises how each child is unique and tracks their progress with precision, working extremely closely with parents and other providers involved in children's care to meet their needs.
- The childminder is very experienced in childcare. She is funny and enthusiastic in her delivery of activities, such as singing songs and reading stories. Children respond very well to her and are highly motivated to learn. The childminder is constantly building on what children know and can do, and teaches them effectively the important skills that are needed for future learning.
- The childminder places high importance on establishing effective partnerships with parents. She understands the impact this has in helping children to achieve their best. Parents receive constant feedback about their children's time in the setting and their learning and development. They have the utmost trust and respect for the childminder and value the remarkable impact that she has on their children's lives. Parents feel that the childminder gives their children many rich experiences and that she has helped them to develop into happy, sociable children.
- The childminder is passionate about delivering high-quality childcare which provides children with the very best start in life. She keeps a detailed daily diary

which helps her to constantly reflect on the services and learning opportunities she provides. The childminder relishes training opportunities that keep her knowledge of childcare issues up to date and those that benefit the experiences for children.

- The childminder is highly skilled at supporting children's language development from an early age. She understands the importance of speaking clearly and directly to children during play, introducing new words into their vocabulary. The childminder engages pre-school children in meaningful conversations, encouraging them to think and talk about events they have been to with their families, or places they have visited when with her.
- The childminder acts as a superb role model for children and creates a positive environment of mutual respect and trust. She reinforces the use of good manners when asking for things and the fundamentals of sharing and turn taking with others. Children learn to be independent in their self-care and are constantly encouraged to 'have a go' themselves, for example at zipping up their lunch bag and opening food packets.
- Children play in an environment that is safe, secure and welcoming. Areas they use in the home are constantly risk assessed. On outings, the childminder has clear procedures in place, including laminated cards with pictures of the children and their families' contact details, should something happen to her in the event of an emergency.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of child protection issues and understands her duty to protect children in her care. She knows how to recognise signs of abuse or a concern in a child's life, including any risks associated with female genital mutilation or radicalisation. The childminder has robust procedures in place for reporting any concerns she may have about adults and children to the appropriate authorities. She keeps her safeguarding knowledge refreshed by attending regular training.

Setting details

Unique reference number	958998
Local authority	Peterborough
Inspection number	10137536
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 May 2016

Information about this early years setting

The childminder registered in 2003 and lives in Peterborough, Cambridgeshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for 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 setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- 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 the 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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