

# Childminder report

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Inspection date: 23 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children positively flourish in this stimulating and homely setting. They feel incredibly safe and valued, showing genuine warmth and love for the childminder, with frequent smiles and cuddles. Children are motivated to learn due to the exciting opportunities on offer. For example, they are taught to kindly care for their tadpoles. Children enthusiastically learn about life cycles. They make comparisons and transfer their new knowledge to other aspects of their learning, such as strawberry plants and butterflies. This helps children to understand about change and transformation in the natural world. Furthermore, children are developing skills to enable them to be well prepared citizens in the future. For instance, children learn about environmental responsibility and are actively involved in the recycling process.

Children engage in 'yoga' activities to develop their physical skills. They gently use movement and balance to strengthen and stretch their bodies. Children eagerly participate in activities and stay focused for long periods of time. They persevere with challenges and show a can-do attitude. For example, children persist with putting on the dressing-up clothes until they accomplish it independently. Children demonstrate high levels of respect towards each other and are kind, caring and considerate.

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

- Due to the COVID-19 pandemic, the childminder has restricted parents from entering her home when dropping off and collecting their children. Nevertheless, she obtains children's starting points when they enrol, to enable her to plan their learning meticulously from the beginning. The childminder shares the curriculum and activities regularly with parents through an online application. Parents are extremely impressed with the childminder and comment on the rapid progress their children have made.
- The childminder has high expectations for children. She has clear aims for her curriculum and knows what she wants children to achieve. The childminder identifies where children need support in their learning and skilfully plans ways to help them.
- The childminder makes the most of spontaneous situations to enrich children's education further. For example, children gently pick up a small spider outside and excitedly show it to the childminder. They observe it closely together, counting the legs and examining the body. The childminder points out the 'silk' on the spider and explains that they use this to make their webs.
- Children make superb progress in their language development and talk confidently and articulately. Following 'The Hungry Caterpillar' story, the childminder encourages children to think of descriptive words to illustrate the

size of the 'fat' caterpillar, such as 'gigantic' and 'enormous.' This helps children to think critically and extend their vocabulary.

- The childminder is an excellent role model and regularly praises children for their efforts. Children behave impeccably and help each other at tidy-up time. They have excellent listening and attention skills. For example, they follow instructions and take on board suggestions from the childminder to help them to succeed in what they set out to do.
- Children are incredibly independent from a very young age. The childminder encourages children to take their own coats and shoes off when they arrive and put their belongings in a designated place. Furthermore, the childminder expertly uses mealtimes as a learning experience and an opportunity to promote further independence. For example, children successfully serve themselves, spread the butter on their crackers and cut their own fruit. The childminder reminds children to cut their grapes in half to prevent any possible choking incidents.
- Children demonstrate strong literacy and mathematical skills. They access tweezers and pipettes during activities to strengthen the small muscles in their hands in preparation for early handwriting. As a result, children competently write their name on their artwork and show pride in their achievements. Additionally, they cleverly match up the coloured tweezers and balls with the matching pots, counting and comparing quantities.
- The childminder talks to children about the importance of brushing their teeth and visiting the dentist. Children actively join in the discussion and know that 'cavities' appear as a result from eating too many sweets.
- The inspirational childminder is exceptionally reflective of her provision. She undertakes a significant amount of training to ensure her practice continually improves and maintains at an outstanding level.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The childminder has attended in-depth child protection training and is confident in recognising the signs that may indicate a child is at risk of harm, including the wider safeguarding issues, such as extremism and radicalisation. The childminder knows exactly who to report to should she have concerns about a child's welfare. Furthermore, the childminder has attended first-aid and food hygiene training.

## Setting details

<b>Unique reference number</b>	EY354425
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10137473
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	4 June 2014

## Information about this early years setting

The childminder registered in 2007. She lives in Peterborough and works with an assistant. The childminder operates her service from 7.30am to 6pm, Monday to Friday, all year round. She provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marie Walker

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Children spoke to the inspector about their time spent with the childminder.
- The inspector spoke to parents during the inspection and read written feedback to gather their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.

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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