

Childminder report

Inspection date:

13 December 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children positively flourish in this exceptionally nurturing setting, where their happiness and development are paramount to the childminder and her co-childminder. Children consistently demonstrate that they feel safe and secure as they confidently explore the childminder's home and make independent choices from a rich range of resources. They have a wonderful time exploring a snow-themed discovery tray. They laugh and shriek with delight as they enjoy the challenge of racing small figures down the foam-covered slope with the childminder. Children enthusiastically count the numbered snowballs and eagerly build on their mathematical skills, such as addition.

Children are curious and show a high level of motivation. They ask the childminder a wealth of questions about her Christmas jumper. She embraces children's curiosity and introduces them to the sound of the letters printed on her jumper. Children show high levels of resilience because of the caring and trusting relationships with the childminder. They are highly respectful and model friendly relationships with the toy babies. Children greatly benefit from an abundance of outings in the local environment. They learn about the natural world and current environmental issues during visits to the country park. Children develop excellent physical skills and learn to assess their own risks as they build dens and climb trees under the close supervision of the childminder.

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

- The childminder works extremely collaboratively with her co-childminder to plan exciting activities that consistently take account of children's interests and learning needs. Their sequenced and challenging curriculum is informed by meticulous observation, assessment and planning. The childminder uses her strong knowledge of how children learn to create an environment and engaging activities that are full of awe and wonder. This means that children have fun and are exceptionally keen learners.
- The childminder is impressive in the way she supports children to make healthy choices. She provides children with nutritious home-cooked meals. Children are fully involved in the process of growing fruit and vegetables, which the childminder uses in meals and snacks. She ensures that children are included in cooking activities and food preparation to further encourage them to try new things and explore different tastes and textures. The childminder expertly weaves the promotion of healthy choices into children's play.
- The experienced childminder has proved highly effective in identifying and supporting children to close minor gaps in learning that may have developed as the result of the COVID-19 pandemic. Her ongoing communication with children and their parents during times of absence provided children with superb

opportunities to continue to make excellent progress in their learning.

- The childminder places a high priority on supporting children's communication and language skills. She understands the importance of repetition to embed the correct pronunciation of words. The childminder provides a commentary about what the children are doing and introduces them to descriptive words in their play to extend their vocabulary. She is superb at providing children with time and space to practise their speech. Her responses to children's inquisitive questions create a language-rich environment that is full of wonderful conversations, where children consistently build on their knowledge.
- Partnerships with parents and other provisions the children attend are exemplary. The childminder visits children in their home before they join her provision. This helps them to build a bond with her in a familiar environment before they enter her home. She gathers a wealth of information from parents and uses this to meet each child's needs to the highest standards. The childminder keeps parents fully involved in their children's development, using their preferred method of communication. Parents are consistently informed about what their children are working towards next, accompanied by a wealth of ideas on how they can support children's continuity of learning at home. Relationships are warm and trusting. Parents praise the childminder for the outstanding childcare she provides. They comment how their children have 'come on in leaps and bounds' and regard the childminder and co-childminder as part of their family.
- Children's behaviour is impeccable. Routines and high expectations are embedded. For instance, children willingly tidy up and have an excellent understanding of their own and other's emotions from an early age.
- The childminder has a passion and drive for further developing her professional knowledge. She makes superb use of training to enhance her provision and the outcomes for children. Recent training has further increased her understanding of children's repeated pattern of actions in their play. She uses this new knowledge superbly by providing opportunities for children to explore these. The childminder networks with other local childminders and supports those who are less experienced to develop their practice. This helps to improve outcomes for other children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role in keeping children safe. She keeps herself well informed about local safeguarding matters and regularly updates her training so that she is knowledgeable about a wide range of safeguarding issues. The childminder has a strong awareness of the possible signs of abuse and the risks to children's welfare. She knows the procedures to follow if she suspects that a child is at risk from harm. This includes how to respond if children are exposed to extremist views and activities. Stringent security measures throughout the day ensure children are always monitored and kept safe.

Setting details

Unique reference number	222015
Local authority	Cambridgeshire
Inspection number	10263666
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 May 2017

Information about this early years setting

The childminder registered in 1992 and lives in Milton, Cambridge. She operates all year round from 9am until 4.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder works with a co-childminder each day.

Information about this inspection

Inspector

Lorraine Pike

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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and the co-childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation, such as the childminder's policies and procedures and her first-aid qualification.
- The inspector interacted with and spoke to children during the inspection.
- The inspector took account of the views of parents 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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