

Childminder report

Inspection date: 24 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy coming to this welcoming and inclusive setting, and initiate hugs with the childminder and her assistant upon arrival. Children feel safe and build strong attachments to the childminder and her assistant because they are consistently attentive and respond warmly to them. Children's emotional well-being is prioritised as the childminder works collaboratively with parents and any other setting a child attends, to ensure children's individual needs are consistently met.

The childminder and her assistant are good role models and speak to children and each other with respect, supporting children to develop politeness and good manners. Children develop positive friendships with their peers. They are learning to play cooperatively as the childminder encourages turn-taking games. Children begin to accept the needs of others when happily inviting their peers to help them finish a jigsaw puzzle. The childminder provides meaningful praise for this kind act, which builds children's self-esteem and promotes continuation of these positive behaviours.

Fun and age-appropriate books are read to the children, which spark interesting discussions that broaden children's vocabulary, and speech and language development. The childminder extends learning by repeating words and responding well to young children's first words and gestures, as they learn to communicate.

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

- Overall, teaching is good. The childminder understands how children learn and introduces real-life contexts, such as encouraging children to use their hands to make a triangle shape. This interactive and meaningful teaching is effective, as after children make the shape with their hands, they learn to problem solve and begin identifying triangle shapes during their play.
- The childminder regularly undertakes training to ensures herself and her assistant continually provide good-quality teaching. During an interactive story book, the assistant encourages young children to touch the different textures. This deepens their understanding of words, such as 'shiny' or 'bumpy', and demonstrates good-quality teaching
- The setting is inviting, and resources are regularly rotated. Generally, children develop independence when choosing what they would like to play with. However, the indoor and outdoor learning environments do not consistently consider those children who relish in the sensory and physical experience of learning to make sense of the world through mark-making. Limited mark-making opportunities also reduces children's freedom to independently develop their hand-eye coordination, in preparation for skills such as writing.
- Children and parents are offered tailored settling-in sessions. These sessions can

be at various times of the day, such as lunch time, so the childminder can gather in-depth knowledge, and ensure children's holistic needs are consistently met from the start. The childminder gets to know children's interests and their stage of development before they start. As a result, children make swift progress from their starting points as the childminder builds on what they already know and can do.

- Children who love physical play, develop their arm muscles and precision skills as they practise throwing a ball into a bucket. Children are fully engrossed, jumping up and down excitedly when they successfully throw a ball into the target. On occasion, when children begin to lose interest during play, the childminder does not consider individual interests enough, to consistently maintain their engagement and motivation to keep learning through purposeful play experiences.
- Daily, face-to-face communication, including a written daily log about their child's day, means children's ongoing progress is frequently shared with parents. Parents appreciate regular assessments which help them know how to further support their children's learning and development at home.
- Children develop good hygiene routines and independently wash hands before eating. When children learn to feed themselves with a fork, the childminder provides meaningful praise for their efforts, which motivates them to become increasingly independent in their self-care needs.
- Children learn mathematics in fun and interactive ways. For example, young children learn to count numbers in sequence by pressing numbers on an electronic musical bus. Children learn about shape and space when inquisitively twisting and turning shapes to fit in the correct shaped hole in the shape-sorting bus.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide more opportunities to mark-make and support early literacy skills.
- focus on following children's interests to provide even further opportunities to fully extend all areas of learning and development.

Setting details

Unique reference number	222383
Local authority	Cambridgeshire
Inspection number	10344322
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 2
Total number of places	18
Number of children on roll	6
Date of previous inspection	5 September 2018

Information about this early years setting

The childminder registered in 1994 and lives in Cambridge. She works with one childminding assistant. The childminder operates all year round. Session times are 7.30am to 5.30pm on Monday to Thursday. The childminder offers funded early education places for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector and the childminder discussed the impact of the pandemic, and the inspector has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure both indoors and outside environments are safe and suitable.
- The inspector spoke with parent to gather their views on the childcare setting.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder plans for, observes and assesses children in their care.
- The inspector observed the quality of education being provided by the childminder and her assistant and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and took account of her evaluations.
- The inspector asked the childminder and her assistant questions throughout the inspection to establish her understanding of how to safeguard children.

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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