

Childminder report

Inspection date: 20 August 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and make excellent progress in their learning in this welcoming and inclusive environment. The childminder provides an ambitious curriculum that engages children and ignites their curiosity. Subsequently, children have excellent attitudes to learning. The childminder is very clear on the intent of her curriculum and her priority to support children's confidence, independence, and social skills. She uses her expertise to implement an excellently sequenced curriculum to thoroughly embed children's learning. For instance, the children observe the growth of birds in the garden closely. They count the eggs found in the nest and explain the features of the chicks they see changing from day to day. They talk confidently about how the 'mummy pigeon' cares for them and the type of food they like to eat.

Children learn to use a wide range of vocabulary. They use these new words when they talk and recount past events, such as describing their observations of bees collecting pollen and nectar to take back to their hive. Children behave impeccably. They cooperate with each other and show excellent manners. The childminder is a superb role model and supports children to be respectful of each other. For example, children spontaneously say, 'Yes please' and 'Thank you' throughout the day. Children experience a wide range of activities within the local community. They regularly attend local group sessions and the library, where they meet a wider range of children and adults. This helps to support children's already high levels of confidence in social situations.

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

- Teaching is exceptional. The childminder knows all of the children extremely well. She plans creative and engaging activities based on children's interests. For example, the children's current favourite story of 'The Very Hungry Caterpillar' is used exceptionally well to support a range of learning opportunities. Children thoroughly enjoy recalling the story, naming the foods, and making their own minibeasts from dough, adding features, such as 'antenna', and talking about the 'cocoon'. They use mathematical language to compare sizes, and confidently count how many sticks they have used to create legs.
- Early literacy skills are skilfully woven into inspiring activities. For instance, while completing a floor puzzle, the childminder encourages children to recognise the sounds of the initial letter for each picture they need to find. This challenge motivates children and they remain thoroughly engaged in the activity. These experiences significantly support children's literacy skills and gives them an exceptionally strong foundation for future learning.
- The childminder provides children with excellent opportunities to develop their speech and language skills. Children sing songs and explore a wide range of

books together. The childminder engages in meaningful conversations with the children and uses every opportunity to introduce new language. For example, they look at the similarities and differences of insects. Children quickly learn their names, including more unusual ones, such as inchworm and tiger beetle. The childminder encourages children to recall the names of the insects they have seen on their walks and identify them by describing their features.

- The childminder places great importance on children's understanding of the world around them. She provides children with a vast range of opportunities to learn about nature. For example, children plant seeds and watch them grow. They learn to care for them and revisit them as they get taller. Children learn about the seasons as they enjoy nature treasure hunts and look closely at the items they find, such as 'spiky conker shells' and coloured leaves.
- The childminder is highly focused on delivering the very best outcomes for children. She uses her wealth of experience, along with her relationships with other professionals, to reflect and evaluate her practice. The childminder attends regular training to keep her knowledge up to date. Consequently, the care and education provided is maintained to the highest standard.
- Parent partnership is highly effective. The childminder creates a two-way flow of information that promotes continuous learning for children. For example, the childminder provides parents with regular photographs to showcase children's achievements. She keeps them up to date with their children's progress, as well as their next steps in learning and how these can be supported at home. This provides children with a consistent approach to their learning.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	222524
Local authority	Cambridgeshire
Inspection number	10355166
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 November 2018

Information about this early years setting

The childminder registered in 1995 and lives in Huntingdon. She operates all year round from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

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 provision.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- Parents provided written feedback during the inspection. The inspector took account of their views.
- The inspector carried out a joint observation with the childminder to assess the impact of teaching on 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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