

Childminder report

Inspection date: 11 June 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 relish the time they spend with this innovative, nurturing childminder. Her expert planning and high expectations ensure that she offers all children exciting opportunities. For instance, younger children are captivated as they squeeze paint into clear bottles. All children eagerly participate as they predict what colour the paint will turn when they shake the bottle. The exceptional attention to detail means that children have numerous opportunities wherever they choose to play. They demonstrate a highly mature independence as they confidently explore and determine their own play. For example, young children competently choose resources in the garden, adding these to baskets to transport to their desired play location.

Children reflect the childminder's highly positive attitude. They readily try new experiences and calmly persist at tasks. For example, young children persevere at cutting a plum, quickly realising that they need to turn the plum as they cut to avoid the large pip. The childminder successfully builds children's knowledge of how to keep themselves safe. For instance, children assess how far they can climb trees, taking account of their own abilities and the weather conditions. Children follow the childminder's excellent example and are exceptionally kind and caring, showing a mature understanding of how others are feeling. They eagerly participate in daily yoga sessions which help them to understand and meet their own need to be calm and relax.

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

- Children make rapid progress and are exceptionally well prepared for the move to school. The childminder uses a wealth of knowledge and experience to assess children's development and to offer them a highly innovative curriculum that corresponds directly with their needs. Her excellent knowledge enables the childminder to adapt her teaching to exactly suit each child and to support them in taking the next developmental step. The childminder meticulously reviews children's progress, ensuring that no child falls behind in their learning.
- The experienced childminder demonstrates a relentless commitment to the continuing development of her childcare service. She completes a wealth of training, carefully using any new knowledge to benefit children. For example, further study relating to young children's brain development has aided the childminder in looking at patterns of repeated behaviour and using these to further support children's progression.
- Children benefit from the childminder's innovative planning of resources. For example, children extend their incredible love of books as the childminder reads a favourite reference book with them. They listen intently, while simultaneously exploring model insects on a light box. They name these and note the

characteristics, proficiently relating this information back to the book.

- Children immerse themselves in the exciting activities, competently recalling their existing knowledge and eagerly building on this. For example, when reading a favourite story, children remember the days of the week as they predict and sequence events. They use their mathematical skills as they cut fruit and work out that two halves make a whole. They recall their knowledge of healthy eating as they examine what the caterpillar ate, for example, stating 'cheese gives us calcium to help our bones and teeth'.
- The childminder expertly adapts activities so that all children can participate. For instance, younger children fold painted paper and are enthralled when they open these to see 'butterflies'. Older children note that these are symmetrical patterns, studying them carefully until they identify the 'line of symmetry'. They then remember how they sequenced colours to create repeating patterns when making elephant models.
- The childminder offers children excellent support in developing their language and communication skills. She ensures that children always have lots of interesting things to talk about. For example, children compare family photographs, competently describing some of their traditions. They go on to refer to books and posters to build on this.
- Parents think exceptionally highly of the childminder. They note her 'exceptional care and dedication' and feel that she offers a stimulating learning environment. The childminder's excellent communication enables her to work closely with parents. They share detailed information about children's development and the childminder offers very practical support to parents in building on this at home.

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	222614
Local authority	Cambridgeshire
Inspection number	10344268
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 August 2018

Information about this early years setting

The childminder registered in 1996 and lives in Cambridge. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

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 this setting.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection and considered their views. She also reviewed written feedback from parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024