

Childminder report

Inspection date: 18 June 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 demonstrate they feel happy and safe in the childminder's care. They are constantly active and busy as they explore the range of resources that is available. The childminder selects toys that are linked to children's interests and provides them with opportunities and experiences that contribute to their progress across the areas of learning. Young babies practise sitting unaided as they explore their favourite toys, developing their core muscles ready for the next stage in their physical development. Older children practise using their fine motor skills as they dress and undress the dolls, and the childminder engages the children in conversations about the different features of the doll's face.

The childminder adapts her practice to meet the needs of the children, following their cues and swiftly responding to their changes in behaviour. For example, when there are disputes over toys, she clearly explains the consequences of the inappropriate behaviour and the impact that the children's choices may have on themselves and others. As a result, children are beginning to learn how to express their needs appropriately.

Children are curious, and they listen intently as the childminder engages in conversations with them. As children explore the construction toys, the childminder provides a narrative for her own actions and models how to connect the pieces together. Children then attempt to connect their own pieces, persevering until they achieve their goal. The childminder celebrates the children's achievements, and they smile with pride, commenting, 'I did it'. This helps to promote children's self-esteem.

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

- The childminder plans a broad curriculum that covers the different areas of learning. She has a clear awareness of where each child is in their development and identifies appropriate next steps to support their progress. Children are provided with a good balance of adult-led learning and child-initiated play. However, during planned activities, the childminder does not always consider how to adapt her curriculum to support younger children. This means that, occasionally, younger children do not engage fully in purposeful learning.
- Children have regular outings as part of the childminder's daily routines. They visit local woodlands, where they learn about nature and develop skills in climbing trees. The childminder recognises the importance of developing children's wider social circles. They mix with other children and adults during their time at a local childminding club. Subsequently, children are learning about their local community, developing their social skills and gaining a better understanding of the world in which they live.

- Children benefit from many opportunities to support their communication and language skills. As a result of knowing the children well, the childminder is receptive to young children's emerging conversational skills. She speaks clearly to children, engaging them in conversations of interest. Babies learn the rules of communication as the childminder listens to their babbles and sounds. Older children sing songs during self-directed play, and the childminder enthusiastically joins in.
- Children are well prepared to start school. The childminder uses regular trips to collect older children from school to help younger children familiarise themselves with the school environment. Children are provided with opportunities to develop their independence, such as putting on their own shoes and coats. In addition, the childminder introduces children to similar meals as those provided at school. These opportunities support children's transition to school.
- The childminder makes sure that all necessary qualifications, for example, her paediatric first-aid training, are up to date. She works closely with other childminders, sharing good practice and discussing changes in legislation. However, the childminder does not focus her professional development to help enhance her knowledge and skills and to raise outcomes for children to a higher level.
- Parents comment on the range of activities that the childminder takes the children to and how these benefit their children. They comment that their children settle quickly in her care and describe how the childminder is a source of support to both children and their families. The childminder liaises regularly with parents throughout the day about their children's learning and development. Parents are positive about the service that the childminder provides.

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:

- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge
- review the planned activities to ensure that they provide an appropriate level of challenge that reflects children's stage of development.

Setting details

Unique reference number	222691
Local authority	Cambridgeshire
Inspection number	10335769
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 1997. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Parkinson

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 the provision.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of the education being provided and assessed the impact this has on children's learning.
- The inspector and the childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector took account of the views of parents.
- The childminder provided the inspector with a sample of key documentation on request.

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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