

Childminder report

Inspection date:

28 July 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this warm, caring and highly stimulating environment. They are inquisitive as they explore a range of enticing activities and play spaces. Children thoroughly enjoy water play. They focus and develop their physical skills as they practise, using water dispensers to fill different containers. Children are learning mathematical concepts, such as capacity. The childminder encourages the children to recognise when their cup is full or half full.

Children's behaviour is excellent. The childminder is a superb role model who has high expectations for behaviour. Children learn to play cooperatively and take turns. For example, children patiently wait for their turn to buy a current bun with a penny as they sing. They learn to identify and understand emotions as they look at family photos. They build strong attachments with the childminder, who they seek out for comfort. This helps children to feel safe and emotionally secure.

Children's speech and language development is of high priority. They make excellent progress from this language-rich environment the childminder provides. Children who speak English as an additional language are supported extremely well. The childminder pays close attention to pronouncing words clearly for children to learn and practise. She models words in children's home languages to extend their vocabulary. For example, children learn to say 'dog' and its Spanish equivalent 'perro' as they find small-world animals.

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

- The curriculum is sharply intent to ensure children make continuous progress, building on what children already know. The childminder expertly engages children into activities using their interests and fascinations. For example, children learn letter sounds as they dig through sand to find letters. The childminder extends their learning as she encourages children to match letters to their name labels. The childminder gives careful consideration towards planning an immersive environment that covers all areas of learning. Children can easily access a range of interesting resources, which they use in a variety of ways to enhance their creativity.
- Children develop their independence and self-care skills from an early age. For instance, children enjoy books that focus on teaching oral health practices. Children independently wash their hands throughout the day. They make choices about what they would like for snack. The childminder then supports them to cut their own fruit using a child-safety knife. This boosts their self-esteem and confidence.
- Children learn about the natural world around them as they use binoculars to look for birds. The childminder encourages children to recall past experiences

and remember new words they learn, such as 'squeakers', which are baby pigeons. Children enjoy growing and tasting vegetables grown in the garden.

- Mathematical language is skillfully woven into all aspects of the day. Children relish counting to 20 as they predict how long it will take to fill containers. They talk about how many arms they have and enjoy playing with wooden numbers.
- The childminder nurtures children's love of books and singing. She provides inviting spaces to enjoy books outside in tepees. Children listen intently to the childminder's stories and nursery rhymes. The childminder includes props to enhance story and singing times even further, which extends children's imagination and vocabulary. She naturally incorporates singing throughout activities and the daily routine. This greatly promotes children's listening skills and helps to reinforce their learning. Children enjoy regular trips to the library. They borrow books to take home and share with their families.
- The childminder continuously monitors children's progress. She accurately completes progress checks when children are aged between two and three-years old and shares this information with parents. The childminder provides very detailed updates on children's development and offers valuable suggestions of ways that parents can continue children's learning at home. This contributes to children's excellent progress. The childminder signposts parents to support agencies where required.
- Partnerships with parents are highly effective. The childminder invites children and their families for settling-in visits which puts parents at ease from the start. She uses effective communication methods to ensure parents are regularly updated on their children's daily activities. Parents feel their children's learning and development is very well supported in this home-from-home environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities to safeguard children. She has an in-depth knowledge of the signs and symptoms that indicate a child may be at risk. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. This includes the wider safeguarding issues, such as 'Prevent' duty. She undertakes regular training to update her knowledge. The childminder reviews effective policies and procedures to manage a safe home environment, which she regularly shares with parents.

Setting details

Unique reference number	2555651
Local authority	Cambridgeshire
Inspection number	10232086
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	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Cambridge. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachael Small

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 provider and has taken that into account in their evaluation of the provider.
- The childminder took the inspector on a learning walk around her home.
- The inspector spoke to the childminder, children and parents during the inspection and took their views into consideration.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the childminder's interactions with the children and assessed the impact these have 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.

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 2022