

Childminder report

Inspection date: 24 June 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, nurturing, home-from-home environment. Children are happy, confident and well cared for in the company of the childminder. She provides children with high levels of reassurance and comfort when there are changes to their normal routine. The childminder has high expectations of what individual children can achieve and encourages them to take part in enticing learning experiences. These focus on building on what children know and can do. The childminder uses spontaneous opportunities, such as encouraging children to identify the type of bird that lands in the garden, following learning about the markings and size of birds. Children have a positive attitude towards learning. The childminder demonstrates the possibilities of new equipment, such as a toy water plunger. This motivates children to experiment various methods of dispensing water and how to fill it up in different ways, such as positioning it underneath the small water fountain.

The childminder actively supports children to be responsible individuals. Her clear instructions influence children to help tidy up the toys they have finished playing with. This helps children to respect and keep their play environment safe. Children learn to solve simple mathematical concepts and show high levels of imagination as they create a three-dimensional home using magnetic shapes. They benefit from many opportunities that increases their awareness of different cultural backgrounds and the uniqueness of themselves and others.

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

- The childminder implements a sequenced curriculum that enables children to make good progress. She obtains a wealth of information from parents about what their children know and can do when they first begin attending. The childminder uses this information well, along with her own observations to identify what children need to learn next. She naturally incorporates meaningful learning opportunities through her rich interactions with children. Some children show a strong interest in movement and are naturally curious about the effects of their actions, such as throwing objects. However, at times, the childminder does not fully consider how she can adjust her teaching to precisely match the individual learning needs of these children.
- Children behave well. The childminder is a positive role model, she consistently uses good manners when speaking with children. Therefore, children regularly respond with 'please' or 'thank you'. They thoroughly enjoy playing with each other and show friendly relationships. For example, they eagerly hand out their friend's water bottles and pass them their sun hat.
- The childminder supports children to develop good physical skills and assess their own risks. Children confidently negotiate the steps to the childminder's

garden and squeal with delight as they run and jump to pop bubbles that float in different directions. The childminder demonstrates how to safely move along a raised beam. This motivates children to have a go and helps them to develop secure balancing skills. Children use small tools to scoop up sand and fill different sized containers. This helps to develop the small muscles in their hands in preparation for writing.

- The childminder reflects on her own practice. She is committed to her own professional development and completes regular training. The childminder shares good practice and gains new ideas from other childminder's that she meets at organised groups. She uses her learning to continue to improve the quality of education that she provides.
- The childminder develops strong partnerships with parents. She warmly welcomes them into her home to provide them with the opportunity to discover exactly what their children experience. The childminder communicates with them daily and keeps them well informed about their children's ongoing achievements and ideas how they can continue to support their child's learning at home. Parents are full of praise for the childminder. They comment how their children love attending and are 'amazed' by what they learn. However, the childminder is not as successful in developing working partnership with other settings that children attend. This means that children who attend other settings lack consistency in their learning.
- The childminder places a strong emphasis on promoting children's communication and language. She speaks to children clearly and sensitively repeats words back to children correctly to support their correct pronunciation. Children thoroughly enjoy joining in with songs and rhymes. The childminder skilfully leaves gaps to enable children to practise speaking, this also helps to develop a strong sense of self-esteem and confidence as they sing out loud. Children show a strong love of books. They listen intently to the stories that the childminder reads to them. She extends their vocabulary and knowledge by introducing them to new words and their meaning, such as 'volcano' and 'erupt'.

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:

- adapt activities to precisely match the individual learning needs of children
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	259640
Local authority	Cambridgeshire
Inspection number	10344371
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 2001 and lives in Cambridge. She operates from 8.00am until 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two and three-year-old children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- This was the first routine inspection the 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 setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder, and they discussed their findings.
- The inspector spoke to children during the inspection and took account of the views of parents through written feedback provided.

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