

# Childminder report

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Inspection date: 20 April 2023

|                                              |                    |
|----------------------------------------------|--------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| The quality of education                     | <b>Good</b>        |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Good</b>        |
| Leadership and management                    | <b>Good</b>        |
| Overall effectiveness at previous inspection | Not applicable     |

## What is it like to attend this early years setting?

### The provision is good

Children flourish in the care of this respectful and well-qualified childminder. They spend large amounts of time outdoors developing a love of nature. Children help to plant seeds and grow vegetables and enthusiastically dig for worms. Older children understand how garlic bulbs put down roots into the soil before sending up shoots. Trips to the local country park extend children's knowledge as they collect sticks, leaves and other 'treasures' while exploring the wooded area.

Children are interested and eager learners who listen well to the childminder. They show focus and perseverance as they play. Younger children work in partnership, taking turns to fill a bottle with sand and soil to make worm homes. When older children struggle to attach paper around the outside of their bottles, the childminder helps them to see a solution. She then steps back to allow the children to continue on their own.

Children of all ages are highly independent. They know how to collect their own water from the water butt and show confidence as they move around the childminder's home. Older children confidently take themselves to the toilet and wash their hands. Younger children remove their shoes and know where to put them.

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

- The childminder demonstrates a strong understanding of the abilities and interests of the children in her care. She undertakes assessments of their progress and provides a curriculum that is well considered and supports children's development. However, she does not consistently refine her planning of key activities, to ensure they fully meet the abilities and learning stage of younger children in her care.
- The childminder skilfully weaves in opportunities for early mathematical learning. She encourages older children to think about how many plates and cups they will need as they help to lay the table. She supports them to count and check they have the right quantity. As younger children play with fire engines, the childminder helps them to understand which is the big one and which is the small one.
- The childminder provides good support for children's language development. She gives them ample time and space to share their ideas and encourages older children to allow younger children to answer questions. The childminder sensitively supports children to pronounce words correctly. She is skilled at reading books in an engaging way, allowing children time to talk about the pictures, wonder what might happen next or join in with repeating refrains.
- Children are learning to keep themselves and others healthy and safe. They

know to sit as they cut with scissors and are reminded to think about where to play with balls. The childminder provides children with healthy meals and snacks. Children have regular opportunities to be physically active and develop the large muscles in their bodies.

- The childminder is consistent and proactive in supporting children to learn to be kind to their friends. She helps children to manage difficult situations and supports them to develop the language of feelings when they find this a challenge. Children show care and compassion for each other and are quick to check on their friends if they seem upset. Older children regularly remember to say please and thank you. However, the childminder has not fully considered how she can support children to learn about people and communities beyond their own.
- The childminder has strong partnerships with parents and other settings that children attend. She uses these relationships to support children who may be at risk of falling behind in their learning. As a result, children make good progress and any gaps in children's attainment are swiftly addressed.
- The childminder keeps abreast of good practice by undertaking online courses and following online professional publications. She makes good use of her new knowledge and talks clearly about the positive impact of changes she has made to her provision for the children attending.
- Parents and children are very complimentary about the childminder. Children say they particularly enjoy baking and being in the garden. Parents value the information about their children's days and ongoing learning, saying they 'could not be happier'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her role and responsibility to protect children from abuse and neglect. She shows a good understanding of the signs and symptoms that might indicate a child is at risk of harm. The childminder knows who to contact if she is worried about the well-being of a child. She is clear about the importance of keeping accurate records of any concerns. The childminder demonstrates a good understanding of the action to take if an allegation is made against herself or a household member.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- refine the planning and delivery of adult-led activities to ensure they meet the learning needs of younger children to the same high level as older children
- extend opportunities for children to learn about cultures, communities, and people beyond their own.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2605989                                             |
| <b>Local authority</b>                             | Cambridgeshire                                      |
| <b>Inspection number</b>                           | 10263832                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 2 to 4                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 2                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2020 and lives in Milton on the outskirts of Cambridge. She operates from 8.15am to 4.15pm, each Thursday, term time only. The childminder holds an appropriate qualification at level 6.

## Information about this inspection

**Inspector**  
Julia Sudbury

### 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 her and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable. She spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

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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