

Childminder report

Inspection date: 14 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children at the setting are happy and make good progress in their learning. The childminder provides exciting learning opportunities for children with a clear purpose. She is enthusiastic when introducing new activities and therefore, children are excited and eager to join in, demonstrating a positive attitude to their learning.

The childminder provides a range of outings in the local community, such as visits to the library, allotment and playgroups. These important experiences provide children with opportunities to further develop their social skills, make friends and gain confidence in new environments. The childminder extends this throughout her provision to provide children with a range of opportunities to develop their confidence even further. For example, there is low-level storage to encourage children to choose their own resources. Children help to tidy up, giving them a sense of responsibility and teaching them how to keep themselves safe.

The childminder pays close attention to the experiences children gain at home with their families. She identifies gaps in children's learning and knowledge. For example, some children do not have access to physical activities. The childminder plans for this within the curriculum, providing regular opportunities for children to develop their fine and gross motor skills. This provides children with a wealth of experiences, skills and knowledge to support them throughout their learning.

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

- The childminder observes children's progress closely and plans learning opportunities to build on what they already know and can do. For example, she provides playdough and a range of tools to support children's fine motor strength to support their early writing skills. Children receive a well-rounded curriculum that supports their development well.
- The childminder provides a language-rich environment where children learn new words rapidly. She provides singing, reading and introduces new vocabulary throughout children's play. When children explore the underwater creatures the childminder names each animal. She extends the knowledge for older children by teaching them about the characteristics of each animal. Children begin talking from a young age and older children demonstrate competent conversational skills.
- The childminder uses every opportunity to develop children's independence throughout each day. For example, when children ask the childminder to do up the zip on their coat, she gently encourages them to have a go first. She celebrates children's achievements, boosting their self-esteem and confidence.
- The childminder offers ample opportunities throughout the day for children to join in conversations. For example, children talk about their visit to the aquarium

and the childminder asks about the turtle they saw. However, she does not always use opportunities to challenge children to think for themselves and share their own ideas.

- Children demonstrate good social skills, sharing and taking turns. When children look through photographs, they invite peers to join them, asking, 'Would you like to look with me?'. Together they talk about their past learning experiences, for example, when they baked biscuits together. Children link their past and current learning, talking about the shapes they made.
- The childminder begins to build good partnerships with parents. She uses information gathered during settling-in sessions to plan activities from the very first day children begin at the setting. This provides meaningful learning opportunities for all children, and they make good progress. However, she has not yet developed partnership working with other professionals, especially where children attend more than one setting, so that children benefit from a shared approach to their learning.
- The childminder recognises the importance of teaching children about the world we live in. She plans carefully to include learning opportunities for children to develop an understanding about a range of cultures, religions and traditions. For example, children have recently learned about Eid. They enjoyed looking for lights that decorated the houses in the local community and link this to their learning at the setting. Children are beginning to understand the similarities and differences between their peers and show respect for others.

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:

- develop questioning techniques to enable children to freely share their own thoughts and ideas
- strengthen information sharing with other early years settings to fully support and complement children's care and learning experiences that enables a shared approach to children's learning.

Setting details

Unique reference number	2660503
Local authority	Cambridgeshire
Inspection number	10260143
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in St Ives Cambridgeshire. She operates all year round from 8am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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 setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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