

Childminder report

Inspection date: 21 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children build secure bonds with the childminder. They seek her out for comfort and are soothed by her reassuring words and the cuddles she gives them. This helps children build emotional stability. The childminder provides a secure routine for children, which helps them to be comfortable in her care and behave well. Children enjoy being around their friends and help each other find personal items such as their hats. The childminder praises children for this thoughtful behaviour. She provides resources that are accessible to them. Children access these confidently and choose what they want to play.

The childminder successfully adapts her teaching to meet the learning needs of children. When children lose focus in an activity with chalks, the childminder follows their developing interest in water play. Children delight in filling and pouring water with pots and jugs. The childminder adds sieves and funnels, encouraging them to notice where the water flows. This helps children to begin to develop an understanding of quantities. Children readily ask the childminder to read to them, which she does with expression and excitement, including the quieter children well. Young children listen and point to their favourite characters in the pictures. This helps to build concentration and develop a love of reading.

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

- The childminder has a positive attitude and she values developing her skills to benefit the children in her care. She has a clear understanding of how to support children's readiness for school through independence and good communication skills. As the childminder strives to progress further, she identifies training to attend so that she can observe the children and plan her curriculum more deeply.
- The childminder knows the children well. She has a good understanding of child development. She uses her professional knowledge and experience to assess children's learning and identify how she can help them continue to develop their skills and knowledge. This helps children make good progress in their learning.
- The childminder supports children's welfare effectively and explains risks to children in a way that is appropriate for their age. She ensures children wear sunscreen and play outside for a safe length of time in the hot weather. On outings, she reminds them how to cross the road safely.
- Children are becoming independent in the childminder's care. Young children follow the routines to tidy up, wash their hands and have a go at putting on their own clothing. Babies are eager to join in with the older children as they sit together to eat their lunch with their spoons
- The childminder supports children's natural curiosity by helping them to notice what is happening in their environment. For example, as a plane flies overhead,

she asks the children, 'What's that noise?' When the pieces of chalk soften in water, the childminder asks children to consider what they can do with the softer chalk. Young children feel the texture of it between their fingers as they freely explore the materials.

- The childminder provides opportunities for children to develop physically. Babies and children walk over stepping stones to help develop their balance. They stretch their bodies and arms to make large marks on the ground with chalk. The childminder encourages babies and children to push building blocks together. This helps children strengthen their finger control.
- The childminder listens to and talks to children constantly. She helps them to understand instructions and makes many parts of their day sociable. This builds children's communication skills. However, this informative language is not always rich and varied to help children build on the number of words they know and understand.
- Partnership with parents is strong. The childminder gathers information from parents about their children to support their time in the setting. Parents receive regular updates about their children through the online learning journal and through discussion with the childminder. However, the childminder does not always guide parents to support children's learning at home to provide consistency of learning.

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:

- consider further ways to extend children's language skills to help broaden their vocabulary
- help parents to support their children's learning at home.

Setting details

Unique reference number	2666889
Local authority	Cambridgeshire
Inspection number	10350686
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in St Neots, Cambridgeshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. 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 talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to the childminder and children at appropriate times during the inspection and considered their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector read testimonials provided by parents.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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