

Childminder report

Inspection date: 26 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

The childminder offers a calm and nurturing homely environment where children feel safe and secure. Children have a strong sense of belonging. They show confidence and motivation as they help themselves to the resources. Children form trusting bonds with the childminder. She responds to their emerging needs with kindness and respect. As a result, children settle quickly and show good attitudes to learning. The childminder creates an exciting learning environment structured around children's interests and next steps. When children show a fascination with sea creatures, the childminder skilfully builds on this to help them engage and focus on their learning. She provides interesting resources and for example, talks to them about the difference between a shark and a whale.

The childminder gives children a wealth of experiences within the local community. For example, they visit the toy library, train station and watch sticks as they float down the river. This enhances children's learning and gives them a sense of the world around them. The childminder encourages children to take turns and share and ensures they have regular opportunities to practise these skills. Children behave well. They say 'please' and 'thank you' without prompting.

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

- The childminder gathers a range of information from parents about the children when they first start. She knows the children well and understands where they are in their learning and development. The childminder observes the children and tracks their progress. This helps to quickly address and act swiftly to close any gaps in their learning. The childminder has a clear focus on how to support children in receipt of additional funding. As a result, children are making good progress from their starting points.
- The childminder fosters children's independence well and continually encourages children to do things for themselves. Children take themselves to the toilet and wash and dry their hands. They confidently put on their shoes. As a result, children explore their environment independently and engage in their chosen play.
- The childminder creates great opportunities for children to explore books and develop a passion for reading. She reads with such enthusiasm, captivating the children's full attention. Children listen to their favourite stories, such as 'Ten Little Ladybirds'. The childminder encourages them to look at the pictures and observe what the characters are doing. Children are eager to turn the pages over to see what is on the next page.
- The childminder is effective in supporting children's language, including those who speak English as an additional language. She joins in play and uses positive language and tone of voice when speaking to the children. When children

mispronounce words, the childminder models the correct pronunciation sensitively so that children are not discouraged from trying. However, the childminder does not consistently respond to children's questions in a way that builds on their natural curiosity and what they already know and can do.

- Children experience daily outdoor play, which contributes to their physical development and confidence. They enjoy playing in the childminder's garden and are highly motivated to practise their physical skills. They skilfully climb up the climbing frame and swing from the low bars, proudly saying, 'Look, I am strong'. Additionally, the children ride bicycles around the garden and kick balls.
- Written comments from parents show nothing but praise for the childminder. They say they receive regular updates on their children's progress and well-being. Parents comment that the activities the childminder offers are stimulating and support their children's learning. Parents say, 'We could not find a better place or person to look after our children'.
- The childminder is passionate about her work and is committed to continuously improving her practice. She understands the importance of professional development to enhance her knowledge and skills. The childminder reads widely about early childhood development. This has helped her to continually build on the quality of her teaching so that children make good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that put 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:

- continue to strengthen teaching skills that build on children's curiosity and what they already know and can do.

Setting details

Unique reference number	2668872
Local authority	Cambridgeshire
Inspection number	10339424
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Sawston, Cambridgeshire. She operates all year round from 7.45am to 5pm, Tuesday to Thursday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Diane Middleton

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 childminder.
- The inspector observed the quality of education during activities, indoors and outdoors and assessed the impact this has on children's learning.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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