

Childminder report

Inspection date: 7 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 are confident and settled and have warm, trusting relationships with the childminder. They reflect her calm, positive approach and confidently try new activities. For example, children concentrate as they work out how to use tongs to pick up coloured pom-poms and drop these into the coloured water. The childminder knows each child well and recognises the individual ways in which they prefer to play and learn. This means, for example, that children can observe before joining in and have plenty of time to explore and return to activities. This sensitive approach aids children in understanding and developing their own learning styles, supporting them in being ready for the move to nursery or school.

Children respond to the childminder's high expectations for their behaviour. They listen carefully to her explanations and happily share resources, reassured in the knowledge that sharing and turn taking are always negotiated fairly. Thoughtful daily routines and activities aid children in understanding healthy practices. For instance, they clean laminated pictures of teeth and play with role-play dentist equipment. The childminder's vigilance and her guidance support children in assessing risks and understanding how to keep themselves safe. For example, young children pushing doll's pushchairs work out how to safely negotiate steps.

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

- The childminder conscientiously evaluates her work and implements improvements. She reviews the provision of toys and resources, ensuring that these correspond to children's interests and needs. The childminder completes further training and exchanges information with other childminders, helping her to develop her practice and keep up to date with any changes.
- Children make good progress. The childminder uses her experience and relevant written guidance to support her in tracking children's development and ensuring that no child falls behind in their learning. She understands what each child needs to learn next, incorporating this into her daily planning. The childminder offers children a wide range of activities, confidently adapting these and enabling children to determine their play and learning.
- The childminder carefully considers how to make activities interesting and appealing to children. For instance, when learning about the life cycle of a frog, children observe frogspawn and note the changes this goes through. They look at related books and develop their physical skills as they jump like a frog.
- Interesting resources and activities support children in developing their language and communication skills. For instance, the childminder helps children to turn the role-play kitchen into a 'beautician's shop'. Young children become engrossed as they pretend to paint their nails and repeat new vocabulary, such as 'hair' and 'straighteners'.

- The childminder uses children's interest well to help promote their enjoyment of books and reading, and children enjoy both fictional and reference books. The childminder uses props to bring stories to life. Children develop firm favourites, often joining in with the words and remembering the different characters.
- Daily discussions and activities support children in developing a good awareness of diversity. For example, children talk about their home routines and activities, noting how these vary. They look at books that help them understand further differences, such as in culture and traditions.
- Parents report that they are very happy with the care their children receive. They note the good progress children make, for example, in developing their speech. The childminder's good daily communication supports parents in understanding what their children have been learning and continuing this at home.
- The childminder does not work as effectively as possible with other childcare providers that children attend, to aid her in promoting children's development to the maximum.
- The childminder generally offers children support in developing their independence. For example, children wash their hands before eating and enjoy making independent choices about what to play with. However, on occasion, the childminder does things for children that they could do themselves, such as wiping their hands after snacks and meals. This sometimes confuses children and does not promote their independence to the optimum.

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:

- enhance the procedures for working with other childcare providers caring for the children
- extend the opportunities that aid children in developing their independence.

Setting details

Unique reference number	2670438
Local authority	Cambridgeshire
Inspection number	10344276
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 6
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 Yaxley, near Peterborough. She operates during term time only, from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

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 this setting.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. The childminder and the inspector discussed the childminder's intentions for children's learning.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children during the inspection. She viewed written feedback from parents and 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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