

Childminder report

Inspection date: 9 September 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 understands how to work with parents to help new children settle in and enjoy their time at his setting. He gathers information from parents about children's individual needs before they start. This includes details on how best to support them in their care and learning. Children develop a secure attachment with the caring and calm childminder. They express their wants and needs. The childminder picks up on children's non-verbal cues and recognises when children might want their milk or a drink. Children are content to explore the playroom knowing the childminder is close by.

The childminder has clear intentions for what children need to learn to prepare them for the next stage of their education. For example, he focuses on helping children to become confident learners, providing plenty of praise and encouragement to raise children's self-esteem. He takes an active role in their play and learning. For example, he plays alongside children, building with blocks and completing jigsaw puzzles. The childminder helps children to share and take turns as they play. Older children show kindness towards younger children, checking that they are happy and asking if they want to play.

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

- The childminder works with a co-childminder. The childminder implements a curriculum that meets the needs of children. His assessment and regular observations help him plan the children's next steps in learning.
- Children's communication and language development is well supported by the childminder. He narrates as the children play and introduces new words. Where children mispronounce words, he repeats the word back to them using the correct pronunciation. This broadens children's vocabulary.
- The childminder is responsive to children's needs and wants. He is flexible with the daily routines. He notices children's cues that they are feeling tired and are ready for their sleep. This supports children's emotional well-being.
- The childminder knows when to 'sit back' and allow children to develop activities themselves, using their own ideas. For example, children concentrate as they push the pretend recycling truck around. They watch the wheels turn and persevere as they steady the truck around other objects.
- The childminder ensures that children receive a rich set of experiences both in and beyond the setting. Children enjoy trips to the local nature reserve and cathedral to teach them to understand the world. For example, children take a range of public transport to access the local city. They follow educational nature trails to extend their learning further.
- Children's behaviour is good. The childminder supports children to regulate their behaviour and uses distraction. For example, he distracts children from throwing

toys by encouraging them to push the cars along the floor. Children learn age-appropriate behaviours.

- The childminder helps children to learn about a range of cultural celebrations that are meaningful to the children. He uses a map of the world to teach children about their heritage. The childminder encourages children to understand and discuss how we can be similar and different.
- Children have lots of opportunities to exercise in the fresh air. Children enjoy the extensive garden and practise their physical skills.
- Children are beginning to learn about basic numbers and counting through their play. The childminder includes counting as children play with building blocks and line up sensory bottles.
- Children develop a positive awareness of healthy eating as they talk about fruit and vegetables while eating their lunch. Older children are independent in their self-care. Younger children learn from the examples set by older children.
- The childminder has established effective partnerships with parents and other settings that children attend. There is a successful two-way flow of information that helps children receive consistent teaching.
- The childminder attends mandatory training to refresh his knowledge of how to keep children safe. Although the childminder's knowledge is good, he has not considered additional professional development opportunities to further strengthen his teaching practice.

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:

- make better use of professional development opportunities to further enhance knowledge and develop teaching skills.

Setting details

Unique reference number	2674137
Local authority	Cambridgeshire
Inspection number	10260002
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 4
Total number of places	6
Number of children on roll	27
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Stretham, near Ely Cambs. He operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and occasional assistant. He offers early education funded places to two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Topham

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The inspector read written feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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