

Childminder report

Inspection date: 14 October 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 secure and settled and demonstrate their enjoyment of spending time in this childminder's nurturing setting. Children react to the childminder's calm, positive approach and are confident to try new activities. For example, they work well together as they put balls down plastic tubes, persevering until they complete the task and showing their enthusiasm as they start again. Daily experiences such as this contribute to children developing the skills that support their learning when they move on to school.

Children respond to the calm, fair environment, the high expectations regarding behaviour and the consistent approach to supporting behaviour management. They treat one another kindly and with respect. With sensitive support, younger children are learning about sharing resources and taking turns. The childminder supports children well in learning healthy lifestyle practices. For example, they participate in activities that aid them in understanding how to clean their teeth thoroughly. The childminder carefully checks all areas of her home to ensure these are safe for children to use. Her ongoing explanations support children in understanding how to keep themselves safe. For instance, children and the childminder note that it has been raining and the surfaces may be slippery outside.

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

- The childminder is enthusiastic about her work and demonstrates her enjoyment of this. She works well in partnership with other staff in her setting and they conscientiously evaluate their practice and implement changes. The childminder completes further training and reads relevant childcare literature, helping her to develop her childcare service and keep up to date with changes.
- All children make good progress and are well prepared for moving on to school. The childminder monitors children's development, taking swift action to offer additional support wherever needed. She uses her observations of children to help her understand the progress they are making, carefully planning what they need to learn next. The childminder uses her good knowledge of each child to aid her in using additional funding effectively to offer children additional play experiences and further support their development.
- Children have many opportunities to remember what they have been learning. For example, they demonstrate their love of books as they remember a favourite story and pretend to be one of the characters. They fill pots with pumpkin seeds, pretending these are the 'magic potions' they have read about.
- The childminder supports children well in developing their language and communication skills. Children learn basic sign language to aid their early communication. When they start to say single words, the childminder encourages them to build on this. For instance, children state 'spider' and then

'big spider'. The childminder involves children in discussions she knows will interest them, such as talking about recent birthdays and the presents they received.

- Children participate in many activities that aid them in recognising and appreciating differences. They regularly visit local facilities, such as nearby botanic gardens and a community orchard, helping them to feel part of their community. They discuss and celebrate festivals relevant to their families and enjoy looking at books depicting the alphabet in other languages. This initiates further discussions and sparks children's interest in the wider world.
- Children enjoy numerous well-planned activities that aid them in developing their physical skills. For instance, they enjoy regular dance and yoga sessions, where they stretch, jump, balance and learn to coordinate their movements.
- The childminder builds friendly, professional relationships with parents. She shares her ongoing assessments and planning with parents, enabling them to understand children's play and to build on their children's learning at home. Parents speak highly of the childminder, noting the 'warm learning environment' she creates and the progress their children make.
- Children enjoy opportunities that support them in building on their play and independence and solving problems. However, on occasion, the childminder does things for children that they could do themselves and does not fully encourage children to extend their play and further develop their skills in thinking critically.

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:

- build on the opportunities that support children in extending their play and critical thinking and in building their independence skills further.

Setting details

Unique reference number	2681291
Local authority	Cambridgeshire
Inspection number	10363658
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	12
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Cambridge. She operates all year round, from 7.30am to 6pm, Monday 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. The childminder works with an assistant, who also holds a qualification at level 3.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector talked with children and the childminder's assistant at appropriate times throughout the inspection. She also looked at written feedback from parents and considered 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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