

Childminder report

Inspection date: 21 November 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 has developed a good understanding of how children learn. She uses this knowledge to plan and deliver a broad, varied and interesting curriculum to children. This helps them to make strong and steady progress and helps to prepare them for the next stages of their education.

The childminder gives children individual time and attention. This helps them to learn that they are special and unique. Children show their close bonds to the childminder as they invite her to join in with their play. The childminder talks to children about the feelings of characters as she shares stories with them. This helps children to begin to understand the language of emotions. Even young children join in with talking about what is happening. Children show that they are familiar with the words as they recall the character names.

The childminder places a strong focus on helping children to develop their communication and language skills. She introduces children to lots of language. The childminder is mindful to use the various topics she introduces throughout the year as an opportunity to help children develop their knowledge and vocabulary. For example, she talks to children about their favourite foods at home and makes links to collecting the eggs from the chickens that she keeps and the children help to care for.

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

- The childminder focuses on giving children lots of time playing and learning outdoors. Children frequently go on trips to natural outdoor environments to learn in nature. This particularly helps to support their physical skills and their health and well-being by being active as they explore the local environment.
- Children confidently explore the various resources that are available to them in the inviting and comfortable play spaces, which the childminder has carefully thought out. They spontaneously sing various nursery rhymes, which they have learned with the childminder. Children play with dough, learning to cut it into pieces when challenged to do so by the childminder.
- When children need extra support to catch up with their peers, the childminder works closely with parents to support them. Consequently, children are supported to make strides in their development. They become competent learners who enjoy investigating and experimenting, building on their skills as they do this.
- The childminder has clear plans for continuous improvement. She notices which aspects of provision need development in order to support children to engage in their learning more meaningfully. For example, she has identified the need to further develop the way she plans the curriculum in the outdoor area at her non-

domestic premises.

- The childminder has clear rules and boundaries in place, which children learn to follow. She supports children to understand the impact that their behaviour can have on others. Consequently, even young children begin to show kindness and consideration towards their peers. Sometimes, the strategies that the childminder uses to support young children to focus their attention, such as at tidy-up time, are not always highly effective.
- Key routines are in place, which young children are becoming familiar with, such as handwashing before mealtimes and removing their shoes when they come in from the outdoors. However, some routines are not very well organised and take too long. The childminder does not consistently focus on supporting children at these times to continue their learning, and they sometimes disengage or struggle to complete key tasks.
- The childminder involves parents in their children's learning. She shares information about what children are learning. Parents highly value the care and support that the childminder gives their children. They comment that she is instrumental in their children's development and how their children thrive as they grow in confidence and make strong progress in their speaking skills.

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:

- develop a stronger understanding of how to implement highly effective strategies to support and promote children's positive behaviours
- consider ways to ensure that transition times between daily routines run smoothly to help children to remain engaged in learning and help them to succeed.

Setting details

Unique reference number	2681436
Local authority	Cambridgeshire
Inspection number	10371679
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	0 to 7
Total number of places	5
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for children between nine months and four years of age. She works with a co-childminder.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- The childminder and the inspector discussed how the early years provision is organised, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- 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 inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed written feedback from parents during the inspection 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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