

Childminder report

Inspection date:

1 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are settled and happy at this caring, home-from-home setting. However, the childminder does not implement her curriculum well enough, to help children make consistently good progress in their learning. Children share a close bond with the childminder and look to her for cuddles and reassurance. This shows they feel safe in her care. The childminder is responsive to children's needs and provides comfort when required, especially for new children who are still settling in. The childminder provides settling-in visits for families prior to starting at the setting. She talks to parents about children's development, daily care routines and likes and dislikes. This helps children through the transition period and supports their attachments and trust with the childminder.

In general, children are excited to join in new learning opportunities. The childminder provides a range of resources that children are interested in. This supports their concentration skills and engagement. However, some children are not supported well enough to understand how to behave appropriately and manage their feelings when they are having difficulties. For example, when children do not want to share resources, the childminder does not always intervene or provide consistent boundaries. Therefore, children do not clearly understand what is expected of them.

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

- The quality of teaching is not at a consistently good level. The childminder observes children as they play and knows some of their next steps in learning. However, her teaching is variable and she does not extend children's knowledge and skills through well-planned activities that build on their previous learning effectively. This means that although children make some progress, they are not fully supported to make the best possible progress they can.
- The curriculum for communication and language is not implemented consistently. The childminder provides books, visits to the library and talks to children throughout their play. However, the television is left on throughout the day with no planned purpose and children are distracted by it from their play and learning. Additionally, the childminder does not consider the impact of background noise or the use of dummies. This makes it difficult for children to hear spoken language and engage in spoken conversation.
- Generally, children play together in small groups well. However, when there is a disagreement, the childminder is inconsistent with her approach. Therefore, children do not fully understand the childminder's expectations, nor do they learn how to share resources with their peers.
- When the childminder interacts with children during their play, she asks questions to extend children's learning and understanding. For example, when

children are playing with the building bricks, she asks, 'What are you building?', and 'What is it for?'. Children think of their own ideas and share these with the childminder.

- The childminder provides healthy snacks for children. She shares information with parents when children first start at the setting and this ensures parents provide a well-balanced lunchtime meal.
- The childminder understands the importance of outdoor play for young children. She provides an outdoor area, that promotes children's gross motor skills. In the winter, the garden area is unusable and therefore, the childminder plans walks in the local area and visits to the park instead, to continue to support children's physical development.
- Regular visits within the local community help children to learn about the wider world. For instance, children visit zoos and parks, and they make regular weekly visits to the library. The childminder also provides visits to a range of toddler groups where children gain experience meeting new people. Children learn how to make new friends, and this supports children's social skills and interactions.
- The childminder ensures her mandatory training is kept up to date. However, she does not attend any other training opportunities to enhance her teaching and to develop her curriculum within the setting. This hinders the progress that children can make.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
implement the curriculum effectively to help children build on what they already know and can do to extend their learning	27/12/2024
improve behaviour management strategies to help children learn about boundaries and expected behaviour in a more consistent way	27/12/2024
engage in professional development opportunities to improve teaching to a good standard.	27/12/2024

To further improve the quality of the early years provision, the provider should:

- improve the support for children to develop their speech and language, considering the impact of background noise and the use of dummies has on children's emerging communication skills.

Setting details

Unique reference number	2681597
Local authority	Cambridgeshire
Inspection number	10360112
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in West Wickham, Cambridgeshire. She operates all year round from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to 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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