

# Childminder report

---

Inspection date: 12 November 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and comfortable in the childminder's home. Children form strong relationships with the childminder through her warm nature and sense of fun she brings them. The childminder makes learning experiences fun. For example, children excitedly join in dancing alongside the childminder and follow her instructions as they move their bodies. Children enjoy plenty of opportunities to learn, explore and exercise outdoors. The childminder takes children on regular outings. Children explore the parks and countryside nearby. They go on walks to school and around the local community. This supports children to develop their understanding of the surrounding environment.

The childminder speaks calmly to the children and gives them time to respond to questions. This means there is constant communication between the children and the childminder, supporting their communication and language skills. The childminder has high expectations of children's behaviour. She is a good role model to children. She speaks to them gently and models social skills, such as how to share. This helps children to form close friendships with others in the setting and those they meet when they attend playgroups.

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

- The childminder understands the skills that young children need to develop. She prioritises communication and language skills, independence and social development, helping children to socialise with each other and be confident to talk and communicate their needs.
- The childminder builds positive relationships with the children. She gets to know the children and works with families to ensure that children's routines and interests are valued and supported.
- The childminder teaches children about a range of cultures and traditions. She provides regular trips out in the community, where they meet other children and new people. The childminder encourages children to embrace different cultures through music and dance that may be different to their own culture.
- The childminder provides opportunities for children to develop some of their mathematical knowledge. She teaches children the mathematical language of number and develops their number skills throughout their play. However, the childminder has not fully considered how to develop children's mathematical understanding of shape and size from an early age.
- The curriculum for communication and language is implemented well. Interactions with children are of a high quality. The childminder models back-and-forth conversations, and she holds purposeful discussions with children. She introduces children to new vocabulary as they play together, such as 'scoop' and 'splash'. This helps to promote children's language development.

- The childminder provides activities to support children's next steps. For example, peekaboo activities for younger children help them to develop their attention and concentration skills. However, the childminder has not considered the planning well enough to ensure that older children are consistently challenged to fully extend what they already know and can do.
- Children behave well. They listen to the childminder's instructions and follow them well. For instance, children look both ways with the childminder before crossing roads on the walk back to the childminder's house from the school nursery.
- The childminder communicates with parents well. She sends daily updates about children's care and routines. Parents' feedback shows they value the service the childminder provides and that their children are happy and safe with her. They share that they appreciate her child development advice, flexibility and her understanding of their daily lives. For example, the childminder shares tips on toilet training, so there is consistency in the care children receive.
- The childminder accesses professional development opportunities, such as regular webinars. This helps to keep the childminder's knowledge and skills refreshed.

## **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:**

- consider how to develop the curriculum for mathematics so that children learn the concepts of size and shape from an early age
- review the curriculum planning for older children to extend their learning further so they are fully supported in being ready for school.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2685831                                                                           |
| <b>Local authority</b>                             | Cambridgeshire                                                                    |
| <b>Inspection number</b>                           | 10363637                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in Cambridge. She operates term time only, from 7am until 2.30pm, Monday to Thursday, except for bank holidays.

## Information about this inspection

### Inspector

Louise Jennings

### Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants the children to learn.
- 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 inspector observed the interactions between the childminder and the children.
- A parent spoke to the inspector during the inspection and shared their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024