

Childminder report

Inspection date: 14 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

Children are happy and settled in the care of the dedicated childminder. They confidently seek her out when they need additional support and regularly invite her into their play. For example, at the park, children delight as they pretend to sell food to the childminder in their role-play shop. She encourages them to count the number of items they sell and decide how much each item costs. These experiences build on children's imagination and introduce them to early mathematical concepts. As children practise using the climbing equipment, the childminder is on hand to offer reassurance. She builds children's confidence and self-esteem through effective support and praise.

The childminder is a positive role model and has high expectations of children's behaviour. As children play, they replicate the behaviour they observe from the childminder. They harmoniously share toys and ask their friends if they would like to join in their play. The childminder's calm and nurturing approach helps children to feel safe and secure, and this enables them to form strong emotional attachments with others. As a result of clear rules and routines, children know what is expected of them. They confidently find their name on the welcome board and become excited as they gather as a group to hear what they are doing now and next. The childminder gives time to their opinions and children feel highly valued.

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

- The childminder's curriculum is well planned and sequenced. She draws on her extensive knowledge of child development, along with information gathered from parents, to provide activities that reflect the needs of the children in her care. The childminder has a clear vision of how she supports children's learning, building on what they already know and can do. Subsequently, children make good progress in their learning.
- The childminder places a clear focus on developing children's communication and language skills. She models language well and uses opportunities in children's daily routines to help build on their vocabulary. During group sessions, children learn the language of time as they discuss the days of the week. At snack time, the childminder encourages children to recall previous learning, such as growing sunflowers and seeing changes in nature. The childminder uses carefully selected questions to support children's knowledge of new concepts and clarify understanding. However, at times, she does not always give children the time they need to think and respond to questions asked.
- The curriculum for personal, social and emotional development is well embedded. The childminder uses stories and carefully selected resources to teach children about their emotions. Children listen intently as she reads books, such as 'The Rainbow Fish,' and they are given opportunities to discuss how the

characters feel at different points. As children paint pictures, they demonstrate respect for their friends, asking politely to share the paint. Children benefit from regular, specific praise from the childminder, and this builds their self-esteem.

- The childminder creates a culture of inclusivity in her home. Children take immense pride in celebrating what makes them unique. They excitedly talk to visitors about the country they are from, highlighting their flag on the map. Children are taught about diversity and communities beyond their own. They are encouraged to try a wide variety of international foods during special celebrations. As a result of the childminder's links with a school in Uganda, children send and receive drawings and letters. These opportunities broaden children's understanding of diversity and strengthen their sense of self.
- The childminder supports children to develop independence. They access a self-serve water station, where they select their own labelled cups and push the button until they have enough water. During lunchtime routines, children independently wash their own hands, with the support of the childminder when needed, and serve their own food. They take pride in their achievements and have a 'can-do' attitude towards learning.
- The childminder is committed to developing her practice. She regularly evaluates her provision and seeks feedback from families to ensure that she is providing the best possible care. The childminder is passionate about enhancing her professional skills and is booked onto specific training courses, which will benefit the children in her care.
- Partnerships with parents are strong. Parents express great appreciation for the childminder. They value the opportunities their children are given to learn about other cultures and state that their children enjoy sharing what they have learned during the weekly Spanish lessons. Parents say that they are 'beyond happy with the care provided' and comment that their children are thriving in the childminder's setting.

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:

- give children more time to think and process information when asking questions, to support their critical thinking and communication skills further.

Setting details

Unique reference number	2687449
Local authority	Cambridgeshire
Inspection number	10363628
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Trumpington, Cambridge. The childminder operates her service all year round, from 8.30am to 6pm, Monday, Tuesday, Wednesday and Friday, except for bank and family holidays. The childminder holds a qualification at level 6 and early years teacher status.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- 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.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed how the childminder interacted with children and spoke with the children present.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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