

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

Children love to spend time with the childminder. The nurturing childminder has a calm and considered approach that children respond well to. Children develop a love for books, preparing them for their future learning in literacy. They take books that are invitingly presented in the learning environment to the childminder, confident that she will sit and read to them. She challenges them to find animals in the pictures and uses interesting voices as she reads to them. Young children join in, pretending to be a 'buzzy bee'. The children enjoy sitting closely with the childminder, and she responds with appreciation when they are affectionate towards her.

The childminder focuses on helping young children to develop strong communication and language skills. She mindfully repeats key words and phrases to help reinforce their learning. For example, she says 'tipping' and 'pouring' as children experiment with glue. This helps children to develop language for communication. Children are quick to repeat and use the words they have just heard. The childminder gives children new information as they play and recaps what is happening, encouraging them to express their choices. Children confidently decide how they would like to make their creations individual as a consequence of this skilful teaching.

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

- The curriculum that the childminder delivers to children is carefully thought out. Children have broad and varied experiences, all of which are purposefully selected and designed by the childminder to support and promote their development. For example, young children have plenty of time to build on their physical skills as they explore play resources, practise digging in sand, experiment with mark making and use wheeled toys outside. The childminder also ensures that children can regularly join in with singing and dancing.
- The childminder actively promotes children's health and well-being. She ensures that their needs for rest and sleep are well met. She frequently checks on sleeping children. The childminder closely supports children while they eat to ensure their safety. Children enjoy the sociable mealtimes as the childminder offers them gentle comfort and reassurance as they become tired and ready for their naps.
- The childminder regularly observes and assesses the progress that children are making, sharing this information with parents. She works in close partnership with parents and carers to support children at times when they experience changes in their home lives. The childminder ensures that she supports families to seek support from other agencies or services, when required.
- Regular, often daily, trips out to natural areas are a key part of the curriculum.

The childminder explains the benefits these trips have for children's learning progress in terms of their all round development, particularly their well-being, confidence and physical abilities.

- The childminder knows children in her care well, she notices how each child prefers to learn and plans lots of opportunities for children to learn as they follow their interests. The childminder frequently helps children to recall and reinforce their previous learning, such as talking to them about the birds they heard when out for a walk.
- The childminder creates inviting play opportunities that entice children to join in. The indoor environment of the non-domestic premises where the inspection took place, is particularly well resourced with a range of educational opportunities, which the childminder helps children to join in with.
- The childminder has clear rules and boundaries in place, which children learn to follow. They support 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 children who are struggling to learn how to manage their own feelings, such as expressing they would like to play alone, are not fully 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, at times, some routines are not very well organised and take too long. Consequently, the childminder does not focus on supporting children consistently to continue their learning, and they sometimes disengage or struggle to complete key tasks.

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 achieve tasks promptly and successfully at these times.

Setting details

Unique reference number	2741582
Local authority	Cambridgeshire
Inspection number	10371680
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	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Cambridgeshire. 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 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024