

Childminder report

Inspection date: 7 August 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 thoroughly enjoy their time in the childminder's warm and friendly home being surrounded by friendly domestic pets. The childminder has created a warm and inviting cabin alongside an exciting outdoor space for children to be curious, to be adventurous and to develop their physical skills. Children enjoy throwing, rolling and catching balls, swinging on swings, mark making with giant chinks and climbing on the climbing frame. These promote their physical development and health. Children benefit from fresh air and exercise while they learn key concepts that interest them. Children settle quickly and have developed strong bonds with the childminder and the assistants. This is because the children feel comfortable, welcomed and well cared for in the environment.

The childminder provides a curriculum that focuses on developing children's personal, social and emotional development. She offers a variety of opportunities for children to socialise, such as a picnic and role-play area. As a result, children of all ages play well together, carefully listen to each other and happily cheer each other on. The childminder recognises that for children to be able to share and take turns, they need to be taught the skills they need to do so. Therefore, the childminder plans lots of opportunities for children to understand turn-taking and back-and-forth games. For example, children who want to have a go on the swing take it in turns pushing a friend before being pushed themselves. These skills help them to play together cooperatively.

Children know how to behave and have respect for the childminder, her assistants and their friends. They show that they know the rules and boundaries and remind each other of these. For example, when taking care of the rabbit, they remind each other to be 'soft', 'gentle' and 'quiet' when approaching it.

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

- The childminder provides children with a curriculum that reflects their individual needs and current interests. For example, the children showed an interest in different types of fruit and vegetables, so the childminder created a role-play shop with different types of fruit and vegetables for the children to explore and to further develop their understanding of the world.
- Parents are extremely happy with the care their children receive and the progress their children have made. They speak highly of the childminder and discuss how children are happy and talk about their day once they are at home. Parents are well informed about how their children are making progress, their next steps in learning and development and what they have done that day.
- The childminder wants the best for the children in her care. She closely monitors their learning and development to identify if they may need extra help to reach

their full potential. She works sensitively with parents to help them access any additional support their children may benefit from. This helps to build strong parent partnerships and ensures that all children make good progress.

- The childminder promotes children's communication and language by using cues, visuals and social experiences that support the children with their early language development. However, in some interactions, new and age-appropriate language is not shared and there are limited opportunities for the children to engage, use or further build on their vocabulary.
- Children are keen to listen and join in with familiar stories. They eagerly take part as they ask questions about the book and show excitement as the page of the book is turned. Books are read with intonation and changes in the childminder's voice to represent the different characters in the story, which keeps the children engaged.
- The childminder and her assistants skilfully weave mathematics into children's play and learning. For example, children count as they throw and catch the ball to each other and use language such as 'higher' and 'lower' to describe the position of the ball in the air. Children benefit from opportunities for kinaesthetic learning by saying and doing at the same time.
- Children are eager to tell the childminder about their interests and ideas, and she listens to them intently. For example, a child shares an idea to make a 'rocket ship' out of the play dough. Children are encouraged to be creative and have their own ideas, which the childminder praises.
- The childminder attends training and is currently enhancing her knowledge of forest school activities to use with the children. Through regular, verbal coaching, the childminder supports her assistants with understanding the areas of learning and child development.
- The childminder and her assistants are kind and caring and meet children's needs with courtesy and respect. The childminder encourages children to begin to meet their own personal care needs. For example, young children clean their own hands before snack and wipe their own noses. Children at the setting quickly develop the confidence to do things for themselves and become increasingly independent.

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 the curriculum is implemented to further build on children's

vocabulary and provide opportunities for them to use and practise new words.

Setting details

Unique reference number	2756624
Local authority	Cambridgeshire
Inspection number	10349403
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	1 to 4
Total number of places	16
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2023. She lives in Yaxley, near Peterborough. She operates all year round, from 7.45am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder is registered to work with two assistants.

Information about this inspection

Inspector

Louise Jennings

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the childminder's setting in person and in writing, which the inspector considered.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The childminder showed the inspector the home premises and discussed how she ensures that they are safe and suitable.

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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