

Childminder report

Inspection date: 23 September 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

The childminder provides warm and inviting play spaces where children can freely access the toys and resources of their choosing. Her warm interactions with children as they play help them to feel welcomed and safe in her home. Children new to the setting settle well. They have quickly formed close bonds with the childminder and are beginning to form friendships with their peers. Through consistent and gentle reinforcement, children are learning to respect boundaries and understand the importance of sharing and taking turns in activities.

The childminder really takes the time to get to know the children she cares for so that she can provide a tailored approach to their care and learning. Activities are planned with children's interests and learning needs in mind. The childminder supports children to do things for themselves, such as dressing dolls. She encourages them to always try and have a go, reassuring children that they can ask for help if they still need it. This helps children to build resilience and develop the confidence to try new things. Children spend good-quality time outside in the fresh air and have many physical play opportunities. They get excited to go in the garden, and independently put on their wellington boots and wipe the rainwater off the swing before using it.

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

- The childminder has a clear curriculum in place that aids and supports children to be ready for starting school. She consistently builds on what children know and can do, using children's interests to engage them successfully in play and learning. She understands how to sequence new skills and knowledge so that the steps in children's learning are securely embedded before moving on.
- Children enjoy a wide range of outings and experiences that the childminder provides. They learn about the world around them as they visit and explore natural places of interest, such as woods, farms and abbeys. They collect resources, such as conkers, leaves and sticks, on their walks to explore further when back at the childminder's home. This helps to extend their learning and curiosity about the natural world.
- The childminder ensures that children have plenty of opportunities to use their hands in play, which helps to strengthen the muscles needed for future writing skills. They skilfully pick up conkers by opening and squeezing tweezers, throw balls, push trains and tractors across the floor and manoeuvre very small shoes on to dolls' feet.
- The childminder understands that building children's communication and language skills is pivotal to learning. Children have constant access to books. They listen well to stories and are curious about what they can see, asking questions to find out more about the characters in the book. The childminder

provides a clear narrative to children as they play and they hear lots of different vocabulary, such as the word 'crinkly'. Children are given good time to respond to questions they are asked.

- Children play in a safe and clean home. Children's independence in their own self-care is well supported and clear hygiene routines are in place. Children are helped to understand how to keep themselves safe and to be mindful of other children in their play space, for example, when throwing a ball.
- The childminder ensures that there are positive and open channels of communication in place with parents. She consistently keeps them updated about their child's time in the setting and the progress they are making. The childminder works closely with parents, providing support and guidance to identify the need for further support to help children reach their full potential. Parents welcome the varied places their children visit and explore while with the childminder.
- The childminder demonstrates a strong commitment to her continuing professional development. She has plans to further access meaningful training opportunities that will improve experiences for children and help her to consistently improve and deliver a high standard of childcare.

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:

- seek further ways to focus meaningful professional development opportunities on enhancing teaching skills and knowledge to the highest level.

Setting details

Unique reference number	2757143
Local authority	Cambridgeshire
Inspection number	10349480
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 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Haddenham, Cambridgeshire. She operates all year round, from 8am to 5.30pm, Monday to Thursday, and from 8am to 3.30pm on Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The childminder and the inspector completed a discussion about how the curriculum is organised and what the childminder intends children to learn while in her care.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- 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.

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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