

Childminder report

Inspection date: 14 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 enjoy their time with the childminder in her warm and welcoming home. They are happy as they enter and separate easily from their parents. The childminder knows children well. She uses their individual interests, such as reading their favourite storybook, to engage them as soon as they arrive. This helps children to feel safe and secure and to settle quickly.

Children are confident as they move around the childminder's house and choose what to play with. The childminder encourages children to choose whether they would like to explore something new or consolidate their learning through the opportunity to practise a skill. For example, she helps young children to safely practise a new skill of going up and down the stairs. Through this opportunity to practise, children became more confident with each step, holding on to the handrail independently, and smiled with delight as they reached the top.

The childminder ensures that her curriculum provides children with experiences of the wider world. For example, trips to parks and local places of interest have increased children's social skills and their understanding of the world around them. A recent trip to a historical house and garden supported children to understand different plants and trees that can grow in nature. The childminder has high expectations for children's behaviour and supports them to resolve their conflicts themselves. She is a good role model and, as a result, children are polite, helpful and learn to manage their emotions well. They offer to share toys without being asked and are sensitive to their peers' feelings.

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

- Children are happy and settled, forming strong bonds with the caring childminder. This is evident when children approach her for spontaneous cuddles and reassurance. Children form secure attachments with the childminder, which contributes to their emotional well-being.
- The childminder has a clear vision for providing good-quality, inclusive care and education for all children. She follows her policies and procedures to meet requirements and to help to keep children safe from harm.
- The childminder very successfully introduces young children to early mathematics. For example, she models how to count objects and uses mathematical language alongside children's play. This helps to develop children's positive attitudes, confidence and interest in mathematics. For example, very young children are exposed to early counting and one-to-one correspondence of different resources such as steps, shells and ice cubes.
- Children benefit from lots of fresh air, outings and physical activities to help to promote their good health and social skills. For example, children test out their

physical abilities when they explore the childminder's garden.

- The childminder finds out what children are interested in through her observations and information gathered from parents. She uses this when planning what she wants the children to learn next. However, the childminder does not always share this with parents to help them guide their child's learning further at home.
- Parents speak very highly of the childminder. They say that she is supportive and nurturing and that their child is treated like a member of the childminder's family.
- The childminder plans activities that are engaging and help children to develop the skills they need. For example, they make different juices using a selection of lemons and limes. Children use different tools, such as pipettes, spray bottles and squeezers, to add the different ingredients. This helps to develop their fine motor skills and build muscle strength in their hands and fingers, while learning about the look and feel of different fruits.
- The childminder introduces new vocabulary to the children, such as 'sweet' and 'sour'. However, she does not always give children opportunities to use these words or further build on these words through dialogue to support children to make connections and expand their understanding of words.
- The childminder provides the children with a variety of nutritious food for lunch. This encourages children to try different types of food and to make healthy choices with their diet. The childminder also regularly cooks with the children, providing opportunities for children to understand the importance of food hygiene by washing their hands and to develop the independence to make their own snacks, such as blueberry muffins.
- The childminder understands the importance of continuous professional development. She accesses opportunities to improve her teaching skills and further support children with additional needs.

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:

- share information with parents about how they can support their child's learning at home
- provide children with opportunities to further build on new vocabulary to support them to make connections and extend their understanding of words and phrases.

Setting details

Unique reference number	2758321
Local authority	Cambridgeshire
Inspection number	10349416
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	11
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Bourn, near Cambridge. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- Parents shared their views of the childminder's setting with the inspector.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector viewed relevant documentation, including the childminder's public liability insurance and paediatric first-aid qualification.

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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