

Childminder report

Inspection date: 5 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 a warm and friendly environment where children feel safe and secure. She develops good relationships with children. They look to her for reassurance when they are uncertain about something, for example, new visitors to the setting. When babies become tired, they cuddle up to the childminder for comfort. The childminder responds with care. She is gentle and calming, helping children to feel safe in the environment.

The childminder offers settling-in visits for all families and gathers a range of useful information from parents to help her support children through the transition process. Children settle very quickly and demonstrate their enjoyment at the setting after only a few days of attending. Furthermore, the childminder understands each child's interests and provides learning opportunities that support their engagement and concentration skills from a young age.

Children thoroughly enjoy sharing special moments with the childminder and she responds positively. When children find a toy cat and remember the name, they shout, 'Cat', sharing their knowledge with the childminder. She listens carefully and offers praise, helping children to feel proud of their achievements and develop their confidence. Children behave well. From a young age, children listen and carry out simple tasks, such as, finding their own shoes. The childminder supports babies and toddlers to begin sharing and children happily pass toys to each other when asked.

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

- The childminder knows children very well. She tracks their learning closely and identifies clear next steps for children to work towards. She plans learning opportunities throughout the day to teach children new skills, using resources that interest them. For example, she provides musical instruments to develop children's physical skills, and their listening and language skills. Children enjoy shaking and listening to the different sounds the instruments make.
- The childminder prioritises children's language development through ongoing conversations, narration and singing. During activities, the childminder sings to children. She provides words, expanding children's vocabulary and narrates, explaining what she is doing and why. When babies pick up a toy frog, she repeats the word 'frog' and makes animal noises to support their understanding and teach new words.
- The childminder plans learning opportunities to develop children's gross motor skills. For example, babies are given 'tummy time' to develop their core strength. The childminder provides multiple low-level furnishings to enable children to take their first steps, and she encourages children to walk holding hands, instead of

being carried. Children make quick progress in their physical development and enjoy learning new skills.

- The childminder provides an outdoor area where children are given the opportunity to learn about risk and develop their understanding of safety. She supports children with climbing age-appropriate equipment, and they learn how to do this by themselves. The childminder also takes children for regular walks in the local community, and they enjoy feeding the ducks and exploring outdoor spaces. However, the childminder does not always consider how babies and young toddlers can benefit from outdoor play during inclement weather.
- The childminder works in partnership with parents and prides herself on the excellent communication in place. She regularly shares with parents the progress that children are making and discusses ways in which parents can continue this learning at home. For example, by introducing bedtime stories from a young age, to enhance children's speech and language skills. Parents describe the childminder as 'patient, dedicated and precious support for the family'.
- The childminder attends regular training to keep her knowledge up to date. She uses this training to implement new ideas to the setting and develop her understanding of child development. She recently attended training based on child development and uses this knowledge to plan more meaningful learning opportunities for children.
- The childminder has a good understanding of the skills children need for school. As children get older, she plans opportunities for them to develop their independence, listening skills and begin toilet training. This supports children and prepares them for their next stage of learning.

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:

- extend outdoor play opportunities so that all children can play and learn outdoors in all weathers.

Setting details

Unique reference number	2759957
Local authority	Cambridgeshire
Inspection number	10349632
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	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The provider registered in November 2023 and lives in Cambridge. She offers care Monday to Friday, from 8am to 6pm, all year round. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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 setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.

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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