

Childminder report

Inspection date: 17 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy and settled in the childminder's nurturing home. They benefit from the childminder's strong aspirations to develop their personal, social and emotional development. The childminder acts as a positive role model and has high expectations for all children. Subsequently, children's behaviour is good and they develop a positive attitude to learning from a young age.

Children form secure relationships with the childminder, her family and their peers. They learn to take turns and share resources, appropriate to their age and stage of development. For example, young children take turns to select coloured objects from a box and match them to coloured card. Children delight in the praise they receive and this contributes positively to their self-esteem and confidence.

The childminder plans a curriculum that promotes children's love of books, songs and rhymes. Children share books together and are given time to look at the pictures on the pages, discussing what they can see. They make good links in their learning and are given opportunities to build on their growing vocabulary. For example, as children point to pictures of different parts of the body in a book, the childminder encourages them to think about their own bodies. Together they sing 'Head, Shoulders, Knees and Toes'.

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

- The childminder provides a stimulating learning environment, where all children make good progress. She has a clear focus on what she wants children to learn and demonstrates how she supports their progress. The intent for her curriculum is informed by what she knows about the children in her care and is tailored to their needs.
- The childminder is passionate about her role and takes time to get to know the children and their families as they begin their learning journey. She assesses children's progress accurately and puts in place appropriate next steps for their development. The childminder carefully considers the activities she provides and links learning across the seven areas of learning. However, on occasions, activities do not focus precisely enough on what children need to learn next to help them make the best possible progress.
- Children are exposed to the language of mathematics through daily interactions and experiences. As children explore different -sized pots in the sand, they practise filling the containers to the top. This supports children's understanding of capacity. Children work together with the childminder to build sandcastles and count '1, 2, 3' before they eagerly lift the pot up to reveal the castle.
- The childminder immerses children in a language-rich environment. She narrates both children's play and her own, sensitively repeating words that children

attempt to say. Children learn the language of emotions from a young age. As they draw animals on the chalk board, they talk about how each animal might be feeling.

- The childminder engages with other professionals to support children's development. She identifies children's additional needs early and puts targeted support in place. Regular contact with other early years settings the children attend enables the childminder to provide continuity of care and learning for all children.
- The childminder provides children with opportunities to explore the outdoors. She teaches children ways to negotiate steps and manage risks safely as they explore the well-resourced garden. Children exercise their large motor skills as they climb up the slide and crawl through the tunnel. Children learn about the world around them. They are excited as they watch a bird hop close by and spot spiders on the fence. The childminder asks open-ended questions about what children see and this ignites their curiosity.
- The childminder ensures she keeps her mandatory training, such as paediatric first aid and safeguarding, regularly updated. She reads widely and carries out internet research to develop her skill base. However, she does not yet focus professional development precisely enough to improve the quality of teaching and learning to an even higher level.
- Parents speak very positively about the care and education the childminder provides. They comment that the childminder has taken time to really get to know their children and is 'part of the family'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She is able to identify the indicators that may mean that a child is at risk of harm and has good processes in place should she need to make a referral. She understands her role regarding the 'Prevent' duty and is aware of safeguarding issues such as county lines. Children learn how to act safely through the guidance that they receive. For example, the childminder teaches them the importance of walking indoors and they learn to pick up toys from the floor.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- focus planning more precisely on intentions for learning during activities so children make even faster progress
- increase the focus on professional development to help raise the quality of education to an even higher level.

Setting details

Unique reference number	EY258698
Local authority	Cambridgeshire
Inspection number	10285809
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	19 October 2017

Information about this early years setting

The childminder registered in 2003 and lives in Doddington, March, Cambridgeshire. She operates term time only, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Carly Parkinson

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 her evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the childminder and the children during an adult-led activity and assessed the impact this had on children's learning. The inspector and the childminder reflected on the learning experience for children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector.

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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