

Childminder report

Inspection date:

13 December 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this inspirational setting. They form strong attachments with the friendly childminder and her co-childminder. The childminder's warm approach helps children to feel secure, happy and relaxed. Children become deeply engrossed in their imaginative play. This is because the childminder has an excellent understanding of not interrupting children's thoughts and ideas. She purposely provides a rich range of activities that build on children's previous experiences, such as making a snowman. Children are immediately interested in the inviting snow-themed activity and show sustained levels of concentration. The childminder demonstrates how foam is absorbed in her hands as she rubs them together. Children are curious and have a real thirst for learning and a desire to find out how this happens. Consequently, children have a go at doing this themselves. They happily share the foam with the inspector and show friendly relationships. Children thoroughly enjoy washing the foam off toy penguins and confidently count how many they have washed.

Children develop excellent hand-to-eye coordination as they have lots of fun using their fingers to place a blob of foam on the noses of the childminder and her co-childminder. The childminder's sensitive interaction builds on children's understanding of shapes and how to draw them accurately. Children are superbly supported to assess their own risks and increase their strength and stamina as they run freely in the country park.

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

- Children benefit from an outstanding level of teaching during many outings in the community, which fully supports their understanding of the world. They learn how to operate locks on a canal to raise or lower the level of water for boats to continue their journey. In addition, the childminder teaches children about the needs of others as they donate food to the local food bank.
- The childminder and her co-childminder work exceptionally well together to provide children with an ambitious and meaningful curriculum that is highly effective. The childminder ensures that new knowledge is embedded through challenging and extremely engaging experiences that enable children to make rapid progress. She has a deep and insightful understanding of children's development. She monitors children's achievements closely to identify precisely what they need to learn next. Children have remarkably positive attitudes to learning, and their ability to remember what they have learned is evident.
- The childminder knows children very well. She recognises the importance of nurturing relationships to help children to feel safe and secure, to enable them to engage fully in their learning from the outset. Home visits enable the childminder, children and parents to build early bonds. These are highly effective

in supporting children to settle swiftly when they first begin attending.

- The childminder has built excellent relationships with staff at other provisions that the children attend. She has invested time to explore and use the best method to share information with these provisions. This means that children benefit from a high level of continuity to support their learning and development.
- The childminder integrates a wide collection of stories, rhymes and songs into the day. Children express a strong love of books. The childminder's expert use of questioning motivates children to make predictions and use their language skills to describe what is happening on the pages. She introduces children to new words, such as 'evaporate', and experiences to explore what this means. Children thoroughly enjoy the childminder's warm interactions as she sings them their favourite songs. They excitedly join in with the words and actions.
- The childminder and her co-childminder are excellent positive role models. This motivates children to treat their environment and each other with great respect. The childminder supports children to develop their independence skills from a young age. They confidently use cutlery to feed themselves and they attend to their personal needs with great care and concern. The childminder supports toilet training exceptionally well.
- The childminder is highly self-reflective of her practice. She gathers feedback from her co-childminder and a close network of other childminders who she regularly meets with to share good practice. She regularly updates her skills and knowledge using an extensive range of training opportunities. This is to ensure her provision and practice are at the highest possible standard.
- Parent partnerships are commendable. There is an excellent two-way flow of information between the childminder and parents to support children's individual needs to the highest level. Parents praise the childminder for the high-level teaching and vast range of activities and experiences that help their children to make excellent progress. They appreciate how they are fully involved in their children's care and learning. Parents particularly value how the childminder uses the information they provide. Parents describe their own and their children's relationship with the childminder as 'amazing'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely committed to ensuring children are safeguarded from harm. She has a superb understanding of local safeguarding arrangements. She knows the correct procedures to follow should an allegation be made against herself, her co-childminder or members of the household. The childminder completes regular child protection training and is confident in recognising the signs that may indicate a child is at risk of harm. She is aware of safeguarding concerns and understands how to identify and report concerns about a child's welfare.

Setting details

Unique reference number	EY302643
Local authority	Cambridgeshire
Inspection number	10263676
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 May 2017

Information about this early years setting

The childminder registered in 2005 and lives in Milton, Cambridge. She operates all year around from 9am until 4.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder works with a co-childminder each day and operates from the co-childminder's home. The childminder has a relevant early years qualification at level 2.

Information about this inspection

Inspector
Lorraine Pike

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 inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and the co-childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation, such as attendance records and the administration of medication.
- The inspector interacted and spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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