

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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy in the setting. They settle in quickly when they arrive, confidently exploring the activities the childminder provides. Children enjoy playing with the childminder. They talk to her about their home life and share previous experiences. The childminder responds warmly to children. She builds trusting relationships with them. The childminder promotes children's developing independence. She gives them plenty of time to wash their hands and put on their own coats. The childminder encourages children to understand the feelings and needs of others. Older children willingly help the younger ones. The childminder has high expectations for children's behaviour. She supports them to remember the boundaries such as walking when inside the setting.

The childminder carries out detailed assessments of children's development. This helps her to see if there are gaps in children's learning. She takes swift action to support children to make progress. The childminder works closely with parents to share information about children's individual needs and preferences. The childminder knows exactly what she wants children to learn. She involves children in setting their own goals, and praises them when they achieve these. All children make good progress with their learning and development.

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

- The childminder keeps children safe. She encourages them to think about potential risks in the garden before they go outside. The childminder provides sensitive personal care. She explains the importance of washing hands and older children have a firm understanding of this. The childminder works closely with parents to encourage healthy eating. She sits with children at snack time. This helps her to keep them safe when eating. She also talks with them about the different foods they are eating.
- Children are developing a love for reading. The childminder regularly takes them to visit the library. She takes every opportunity to encourage children to read books. Children enjoy listening to stories and are developing their storytelling skills. The childminder helps children to retell the story of Jack and the Beanstalk at a local castle they visit. She teaches children new words and they use these confidently when speaking.
- The childminder deepens children's understanding of number and patterns as they explore stacking toys and mathematical resources. Children learn about the world around them as they visit places of interest in the community. They grow vegetables and flowers in the garden and enjoy watering these. The childminder encourages children to follow their own interests as they explore why some items float and some do not. Children develop positive attitudes to learning.
- Children enjoy playing in the garden. They develop their physical skills as they

climb and use ride-on toys. Children learn to cooperate as they use the see-saw together. The childminder uses each interaction with children to promote their learning. She reminds children of previous experiences and helps them consider new ideas through useful questioning. Occasionally the childminder leads children's play too much. This means that children do not always have time to pursue their own ideas.

- Parents are highly complimentary of the childminder. They comment that she goes 'above and beyond' when looking after their children. For example, she has attended training to learn about the impact of stress on children's minds. She shares this knowledge with parents to help them understand their children's behaviour. This helps parents to provide consistent support at home. Parents appreciate the detailed and regular communication they receive about their children's development.
- The childminder regularly reflects on her provision. She continuously updates her knowledge and skills. The childminder works closely with other childminders to provide flexible care for children. They regularly meet together and visit beaches, farms and soft play centres. This helps widen children's learning and supports them to develop their social skills. The childminder prepares thorough assessments to support children's transition to school. Children are well prepared for the next stage in their 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:

- give children time to explore independently so they can embed learning and practise their skills.

Setting details

Unique reference number	EY337237
Local authority	Cambridgeshire
Inspection number	10355249
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 November 2018

Information about this early years setting

The childminder registered in 2007 and lives in Wisbech, Cambridgeshire. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Joyce

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024