

Childminder report

Inspection date: 25 October 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 develop strong bonds with the childminder, who knows them well. She provides a warm and welcoming home where children quickly settle. Children are happy, safe and secure in her care. They show that they are comfortable in their surroundings as they laugh and giggle with the childminder. Children explore the environment and access toys from a wide range of resources. They have a positive attitude to learning and enjoy playing with the childminder. She plans a wide range of stimulating activities that match their interests and stages of development.

Children gain a variety of skills that promote their independence. The childminder is keen to support them with toilet training. Children wash their hands independently, and they also use cutlery when eating. They dress for outdoors and learn to fasten their coats. When coming in from the garden, children take off their own shoes.

Children behave well. The childminder is a good role model. She remains calm and provides gentle reminders to children to reinforce her behavioural expectations. The childminder provides age-appropriate explanations to help children understand why the rules are in place. This helps children to know what is expected of them.

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

- The childminder explains her intentions for children's learning. She has designed a curriculum which supports children to become ready for their eventual move to school. She focuses on developing children's independence. The childminder understands how to differentiate this to support the learning of younger children. As a result, all children are supported to make good progress.
- The childminder understands the importance of supporting children's communication and language skills. She chats freely with children and comments on their play. However, for children learning English as an additional language, the childminder does not always ensure that she has the relevant information to promote and reflect children's home languages in her setting to be able to fully support their communication.
- The childminder understands the importance of a healthy lifestyle. She provides opportunities for children to play in the garden and visit the local park and woods. Children widen their social and cultural awareness when they meet different people in the local community. For instance, they visit playgroups, the local library for story and music sessions, and a nearby cathedral.
- Children enjoy varied and challenging activities throughout the day. However, on occasion, the childminder intervenes too quickly and overcomes challenges for children without allowing them opportunities to try for themselves. Consequently, children's critical thinking and problem-solving skills are not extended as much as possible.

- The childminder supports children's keen interest in books and stories. She provides a wide range of stories based on children's individual interests. She points to pictures and introduces props to help to bring stories alive. This helps to promote children's listening and attention skills and a love of books from a young age. Children listen intently to the stories that the childminder reads. They enjoy interactive books and press buttons to hear different sounds, excitedly repeating what they hear.
- Parents are extremely complimentary about the childminder and the provision she offers. They describe her as 'nurturing' and 'caring'. They appreciate the various outings she provides and say their children really enjoy their time with the childminder. Parents receive regular information about their child's day. In addition, the childminder shares information with parents about children's learning to help to provide continuity between the setting and home.
- The childminder recognises the importance of developing her professional knowledge. She identifies areas of child development that she would like to gain a deeper understanding of and actively sources training. She is passionate about children's early years and makes effective use of her networks with other childminders to share information and ideas.

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:

- increase opportunities for children to use their home language in their play and learning to further extend their language development
- extend opportunities for children to develop their critical thinking and problem-solving skills.

Setting details

Unique reference number	EY349257
Local authority	Cambridgeshire
Inspection number	10363763
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	16
Date of previous inspection	8 January 2019

Information about this early years setting

The childminder registered in 2007. She operates from 7am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded care and early education for children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- The childminder joined the inspector on a learning walk and talked about her curriculum and what she wants children to learn.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their written views of the childminder with the inspector.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.

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