

Childminder report

Inspection date: 25 July 2024

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 engage in fun, safe and exciting play opportunities, igniting their curiosity. They confidently use scissors to cut out jellyfish shapes and make curly legs. The childminder is on hand to provide help when needed and praises children for their efforts. Children count the legs and tell their peers to take care as the 'tentacles' can sting you. They problem-solve, rolling balls down the different drainpipes, identifying which balls roll and which ones get stuck. The childminder and her assistants prepare the play environment to ensure there is plenty of space for freedom to move and play.

Children help prepare snacks and get ready for mealtimes, helping to promote their sense of responsibility. They help set out the place mats and serve their own food, using tools such as tongs. The childminder ensures the children know to wash their hands before eating, helping them adopt healthy hygiene practices. The childminder provides home-cooked food that the children thoroughly enjoy at their social mealtimes. Children grow their own fruit and vegetables. They like to collect the strawberries and count together how many they have picked in total.

The childminder and her assistants encourage and promote positive behaviour with rules such as 'kind hands' and 'fingers on lips' for being quiet and listening. Children are polite and show good manners. They demonstrate their independence as they persevere when putting on their shoes. Assistants explain which way the shoes go on and about the 'arch' of the foot. Opportunities to look at books and read stories are interwoven into the daily routine. Children can confidently turn pages and show good levels of concentration when listening.

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

- The curriculum is sequenced and enables children to learn lifelong essential skills. Children are motivated to learn and seek to try new things. They are highly imaginative making dens and tents, problem-solving how to secure the blanket with chairs. Children excitedly sing songs and rhymes in the den and invite the adults to sing along.
- Older children take turns and show respect for one another as they play. However, on occasions when younger children display challenging behaviour, the childminder demonstrates a limited range of strategies and techniques to deal with these situations.
- The childminder knows the children and their individual needs. Children make good progress from their starting points, and their transitions are well supported. The childminder extends children's experiences beyond her home. For example, children have opportunities to visit the beach and the garden centre and to take trips on a train in the local community.

- Children play with hoops and practise spinning as fast as they can. They play with cars and trucks, imitating the sounds they make. Children choose what they want to play with. They initiate a game of throw and catch with the sticky bats. They persevere and use their hand-eye coordination to follow the track of the ball. Children celebrate when they catch the ball successfully and adults offer praise for their efforts.
- Children mark make and attempt to write letters in their name. The accessible chalkboard enables children to practise making patterns and shapes. Children self-register in the mornings and are encouraged to find their name. The initial letter is shown in bold above the child's name, further introducing early literacy skills. Children hold mark-making tools using the appropriate grip and engage in fine motor skills activities to master strength.
- Children count and talk about size, colour and shapes in their play. The childminder uses questions so that children can share their thoughts and ideas such as, 'That's a big strawberry' and 'I got two now'. Children cut up their fruit and then count how many pieces they have made. Group counting opportunities support early awareness of number and how to count by rote.
- Children have an extensive language bank of words and sentences to articulate themselves. They learn sign language to add further depth to conversations. For instance, children make the sign for 'cheese and onion' and point out to the others 'like your crying', rubbing near their eyes. Children talk during play and work together when looking for the shiny, exciting treasure that has been hidden in the garden.
- The childminder has established good partnership working with parents. They are happy with the care provided and know their children are safe. Parents highlight the childminder's professionalism, and her kind and caring nature. The childminder keeps parents up to date about children's progress and care routines daily. She shares welcome photos about what play activities their children are engaged in, giving reassurance to parents.

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:

- build on knowledge of behaviour management strategies and techniques to manage situations more effectively.

Setting details

Unique reference number	EY377036
Local authority	Cambridgeshire
Inspection number	10351771
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	2 to 8
Total number of places	12
Number of children on roll	13
Date of previous inspection	16 October 2018

Information about this early years setting

The childminder registered in 2008 and lives in Cambridge. She works with two assistants from 7.30am to 5pm, Monday to Friday, all year round except bank holidays. The childminder provides funded early years education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Helen Clutterham

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector talked to the childminder and her assistants at appropriate times during the inspection and took account of their views.
- 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.
- Parents shared their views on the childminder and the care provided with the inspector in writing.
- 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.

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