

Childminder report

Inspection date: 8 February 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

The childminder's nurturing and loving approach allows children to feel safe and secure. Children have formed secure and loving bonds with the childminder, who speaks to them with kindness and respect. The childminder's curriculum focuses on children's interests. She has a good understanding of children's individual needs and plans for this. The childminder supports children's communication and language effectively. She engages children in conversations and asks them questions to encourage their thinking. For example, she asks, 'What is the opposite of 'fast'? Children reply by saying, 'Snails go slowly'.

Children enjoy playing with familiar puzzles. The childminder encourages children to look at the picture on the puzzle box to work out where to position the next puzzle piece. Children concentrate and persevere as they rotate the pieces. They show a high sense of achievement when they complete the puzzle. The childminder praises the children's efforts. This supports their confidence and self-esteem. Children enjoy listening to stories. They bring books to the childminder to read with them. The childminder makes stories entertaining. She changes the tone of her voice and facial expressions as she brings the characters to life in the story.

Children behave well. The childminder is a positive role model. She consistently uses positive language to reinforce her expectations. The childminder supports children to use good manners, such as saying 'please' and 'thank you', and praises children when they use these words. Children are polite, share, take turns and enjoy playing together.

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

- The childminder supports children's mathematical skills well. For instance, when reading 'Goldilocks and the Three Bears', she asks children, 'How many bowls can you see?' Children use their fingers and say, 'One, two, three'. They use mathematical concepts when describing 'daddy bear's bed' by saying, 'It's big'. Children are showing an interest in numbers and mathematical concepts.
- The childminder supports children to develop their independence well. Children made choices in their play. They engage in activities for extended periods and have a good level of concentration. Children become increasingly independent in meeting their own personal care needs. For example, they know to wash their hands before eating. Children tell the childminder when they need to use the toilet and will seek out help if needed. They do this confidently and happily showing great pride in what they can do.
- The childminder supervises children closely and attends to their needs promptly. For example, she recognises when children appear hungry and adapts the routines for their needs appropriately. The childminder is quick to notice when

children need help opening their lunch boxes. This ensures mealtimes are calm and relaxing for children.

- Children enthusiastically join in the actions and words of traditional nursery rhymes, for example, 'The Grand Old Duke of York'. They excitedly move their whole body in different directions as they follow the actions of the song. Children march up and down the room, as they sing 'The Grand 'Old 'Duke of 'York'. This helps to support their physical development and listening skills.
- The childminder takes children out into the local community. They walk around the local area and nearby parks so that they can explore the larger spaces and equipment. This gives them opportunities to build on their physical development. Children also go on trips to local the café. They meet up with other childminders where they play and socialise. The childminder uses outings to help children learn about being safe outside. They know to hold the childminder's hand when crossing the road. The childminder encourages them to look and listen at the roadside for approaching cars.
- Partnership with parents is good. Parents comment on how happy they are with the care and education their children receive. They state their children engage in lots of lovely activities and go on wonderful trips. Parents say their children come home with new vocabulary. They stated that the childminder is a warm and trustworthy person and their children love coming to her home to play.
- The childminder attends mandatory training. For example, safeguarding and paediatric first aid. She meets with other childminders in the area for support. However, she does not fully engage with other professional development opportunities to further strengthen her teaching practice to build on and develop her knowledge over time.

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:

- make better use of professional development opportunities to further enhance knowledge and develop teaching skills.

Setting details

Unique reference number	EY390266
Local authority	Cambridgeshire
Inspection number	10308279
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 March 2018

Information about this early years setting

The childminder registered in 2009 and lives in Milton, Cambridgeshire. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Diane Middleton

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 childminder.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The inspector observed the quality of education being provided, indoors and assessed the impact on children's learning.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents, through written feedback they shared with the childminder.
- Discussions were held between the childminder and the inspector, to help establish her understanding of how to safeguard the children in her care.
- 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