

Childminder report

Inspection date: 10 October 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

The childminder provides a warm and welcoming learning environment. She knows the children very well and recognises the importance of building strong relationships with children and their families. When visitors attend the setting, children seek out the childminder for reassurance. She builds a sense of security that has a positive impact on children's emotional well-being. Children demonstrate that they feel safe and secure in her care.

The childminder plans a broad curriculum, taking account of children's abilities and interests. She creates an environment where children are encouraged to play and explore, and this successfully supports their curiosity as they investigate the resources available. Children become excited as they construct a slide out of wooden planks. They work together with their friends to build a slide that is safe and strong. Children enjoy each other's company and learn how to play together, developing their understanding of sharing and taking turns.

The childminder is a positive role model. Children demonstrate a clear awareness of the rules and routines of the setting. As they prepare for snack, the children help to set up the table and know that they need to wash their hands. They are confident to ask the childminder when they would like to change the activity and understand the need to tidy away the toys before starting something new. As a result of the childminder's high expectations, children behave well.

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

- The childminder plans a wide range of learning opportunities based around children's interests and developmental needs. Throughout the day, she follows the children's lead, using opportunities in their play to build on what they already know and move their learning forward. As a result, children engage well in activities and make good progress in their learning.
- The childminder uses regular observations and assessments to help identify what children need to learn next. She works closely with parents to share what they know about their child prior to them starting at the setting. Individualised settling-in sessions help to support children's transitions from home. As a result, children settle quickly.
- Mathematical language is weaved naturally into daily routines and activities. Children count the number of times they move backwards and forwards on the swing. The childminder reinforces their understanding of length and height as they explore resources and compare the sizes of objects made from play dough.
- The childminder provides children with a range of experiences in the local area, increasing their knowledge of their community and the world around them. They take trips out on the bus and train, visit garden centres and feed the ducks.

During visits to local toddler groups, as well as gatherings with other childminders, children learn to interact in wider social circles. Although the childminder incorporates some festivals and cultural celebrations into her planning of the curriculum, she does not always build on children's knowledge of other cultures beyond their own. Additionally, she does not always consider how to use information about children's backgrounds to help them gain an even better understanding of what makes them unique.

- The childminder encourages children to be independent and take appropriate risks. For example, as children navigate larger climbing equipment at the park, she is on hand to offer support, although she encourages them to have a go first if they feel safe. At snack time, children use knives to cut their own fruit and discuss the rules of using such equipment when doing so. The childminder ensures that children are given opportunities to take safe risks. Consequently, they have a good awareness of how to stay safe.
- Children's communication and language development is supported well. The childminder encourages them to use descriptive language to describe the way they manipulate the play dough. She introduces words such as 'squeeze' and 'stretch' as she models the different ways to change its shape. During mealtimes, children are encouraged to engage in meaningful conversations, where they discuss previous learning and think about what they are going to do next. Children develop good communication skills and become confident speakers across the curriculum.
- The childminder is committed to her role and to providing good-quality care and learning for children. She completes all mandatory training as well as further reading to build on her knowledge and skills. She works closely with other childminders, sharing good practice and discussing new ideas. However, her programme of professional development is not sharply focused on developing her teaching skills even further.

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:

- consider further ways to build on children's knowledge of other cultures and help them gain a better understanding of what makes them unique
- establish an effective and ongoing programme of professional development to strengthen the quality of education even further.

Setting details

Unique reference number	EY390511
Local authority	Cambridgeshire
Inspection number	10355453
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 November 2018

Information about this early years setting

The childminder registered in 2009 and lives in Soham, Cambridgeshire. She operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 how the childminder interacted with children and spoke with the children present.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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