

Childminder report

Inspection date:

14 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy, curious and confident learners. They are eager to explore the variety of well-planned activities on offer in this predominantly outdoor environment. The childminder and her assistants know the children well. Children are valued as individuals and staff use children's interests and next steps to plan engaging opportunities. For example, children learn about colours and practise counting as they independently choose to explore their favourite cars. This helps to keep children highly engaged and motivated in their learning.

The childminder and her assistants implement a rich curriculum where children immerse themselves in good-quality learning opportunities. The childminder demonstrates a good understanding of how children learn by providing resources that encourage children's curiosity. For example, as children explore the play dough, they use the herbs and spices to change the smell and consistency of the dough. The children use their senses to explore the way the resources smell and feel, and the childminder extends their learning through open-ended questioning.

Children settle quickly and demonstrate that they feel safe and secure. They form strong attachments with all adults, who are warm, caring and responsive to their needs. The childminder and her assistants are quick to respond to children's emotional cues, which significantly supports their confidence and well-being.

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

- The childminder has a strong emphasis on providing children with an outdoor learning environment. Children spend much of their time in the outdoor area where they can access both covered and uncovered spaces. During the colder months, children wrap up in appropriate clothing to keep warm and can access little 'snugs' should they want to be indoors.
- Observations and assessments of children's learning are accurate. There are good procedures in place to monitor children's progress. Staff meet regularly to identify what children know and can do and to highlight where children's learning needs to go next. The childminder and her assistants quickly identify any gaps in children's development and put plans in place to ensure the best outcomes for all children. However, occasionally, the assistants do not always use their knowledge of children's individual needs to support and extend their learning during spontaneous play.
- Children's communication and language development is supported well. Books, stories and pictures are used as prompts for conversations and children comment on what they can see. The childminder values the importance of children having access to a wide variety of printed material and text to explore. Children laugh and smile in delight as they snuggle on the sofa to listen to

stories. Staff enthusiastically read books and children make links in their learning as they discuss the different animals in the text.

- Children demonstrate a positive attitude to learning, eagerly exploring the activities and resources on offer for extended periods of time. Children are given packets of tea bags to open during a water play activity. This helps to develop the skills they need to independently open packets at lunchtimes. Children learn the skills necessary to be independent learners who are ready for the next stage in their developmental journey. However, at times, the childminder and her assistants do not always encourage quieter and less-confident children to join in and engage with activities. This results in those children sometimes missing out on learning opportunities.
- The childminder is reflective of her practice. She plans opportunities to support her assistants to develop their teaching skills over time. The childminder has undertaken training about the 'curiosity approach' and introduces a range of resources and activities to support children's natural curiosity and imagination.
- Parents speak highly of the childminder and her assistants. They receive regular communication about their children's development, and comment that staff plan a wide variety of activities and opportunities to continuously 'help move learning forward'. They praise the setting's 'amazing' settling-in procedures, and comment that there is focus on each child's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of their roles to safeguard children from harm. They are aware of the potential signs and symptoms that may indicate a child is at risk of abuse. The childminder and her assistants supervise children well. They are aware of safe sleep routines and carry out daily risk assessments to reduce hazards and minimise accidents. The childminder and her assistants understand the procedures to follow if there are any allegations raised against them or people within the household. The childminder follows robust recruitment procedures, including meeting her responsibilities for checking the suitability of her assistants to work with children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen teaching strategies to extend learning opportunities for children to help them to make even more progress in their learning
- support all children to fully engage with the opportunities on offer, to further promote their learning and development.

Setting details

Unique reference number	EY416142
Local authority	Cambridgeshire
Inspection number	10280762
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	0 to 10
Total number of places	18
Number of children on roll	22
Date of previous inspection	21 September 2017

Information about this early years setting

The childminder registered in 2010 and lives in Chatteris. She offers care all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants.

Information about this inspection

Inspector

Carly Parkinson

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 and the inspector discussed how the early years provision is organised, including the aims and rationale for the curriculum.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed interactions between the childminder, her assistants and children.
- The inspector and childminder conducted a joint observation of an activity and discussed the emerging strengths and areas for development.
- The inspector took account of the views of parents.
- The inspector reviewed a sample of documentation.

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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