

Childminder report

Inspection date: 3 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

Babies and children build secure and trusting bonds with the childminder who continually responds positively to them, with her calm and supportive nature. Children demonstrate this when initiating an appreciative hug with her, after she listens attentively to their wishes. She reassures them that she will wait while they wash their hands, before starting a highly anticipated activity. Children display excellent manners and kind behaviours. They frequently show respectful behaviours, such as independently wiping their feet on the mat, when coming indoors from the garden. Children feel safe and know what is expected of them when the childminder reminds them to use 'kind hands' and 'indoor' voices. Children are happy and develop high levels of self-esteem, exclaiming 'I did it' when they proudly achieve new skills.

Children become increasingly independent with consistent encouragement and good role modelling from the childminder. During a play dough activity, children learn the skill of cutting with scissors as the childminder provides clear instructions, and hand-over-hand guidance to those who need a little further help. Children build confidence and perseverance to keep practicing, with meaningful praise from the childminder for their efforts. Additionally, children learn to keep themselves safe as the childminder reminds children to always cut away from their fingers.

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

- Teaching is meaningful and of good quality. The childminder has sound knowledge of how children learn. For example, she supports children to recount the number of skittles they have knocked over after they miscount them. The childminder models strategies such as slowing down their counting and pointing to each fallen skittle. As a result, children are learning to count in sequence with increased accuracy.
- Children are motivated by the physical play opportunities in the inviting indoor and outdoor environments. Children freely access the bats and balls and learn valuable social skills when taking turns. In addition, they are enhancing their hand-to-eye coordination and developing balance and core strength when they run and move to avoid collision.
- Generally, the childminder follows individual interests to plan a stimulating curriculum and provide activities and resources to extend the next steps in children's learning. She also considers the knowledge she has gained from her robust assessment processes. However, on occasion, the childminder does not make the most of opportunities that naturally arise in children's play, to maintain their attention and motivate them to extend on what they already know and can do.
- Babies and children benefit from a language-rich environment. Regular trips to

the local library, singing songs and interesting discussions prompted by the childminder ensure children make rapid progress in their speech and language development. Babies start to respond with smiles as the childminder plays peek-a-boo, which strengthens their eye contact and early communication skills.

- The childminder has strong partnership with parents. They regularly discuss children's individual interests, and the childminder encourages parents to extend their children's learning at home. This effective partnership working helps the childminder to know what children enjoy doing outside of her setting. This enables her to link children's interests to the activities she plans.
- The childminder promotes healthy lifestyles and parents applaud the real-life experiences she offers. Regular trips to the allotment help children learn how to care for living things, building their confidence and compassion as they water the plants and watch them grow. Children develop healthy eating habits as they delight in cutting up strawberries to make natural fruit ice-lollies.
- Children's emotional development is prioritised. The childminder reminds children to think about others' feelings when it's time to let their peers take a turn with the bat and ball. The childminder genuinely listens, acknowledging their feelings about why they do not want to share. Further discussions with her means children begin to make good choices and accept the needs of others, when they kindly share the popular toy with their peers.
- The dedicated childminder continually reflects on her practice and has made improvements since her last inspection, particularly on the outdoor areas. She clearly explains how she supports all children, including those with special educational needs and/or disabilities, to continuously have their needs met.

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:

- focus on consistently supporting children to further enhance and extend on what they already know and can do.

Setting details

Unique reference number	EY435834
Local authority	Cambridgeshire
Inspection number	10351608
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 October 2018

Information about this early years setting

The childminder registered in 2012 and lives in Soham, Ely. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discusses the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a tour of the setting, both indoors and outdoors to understand how the setting is organised. Additionally, the childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed activities indoors and outdoors, and assessed the impact these have on children's experience at the setting.
- The inspector carried out a joint observation with the childminder and took account of her reflections.
- Children spoke with the inspector during the inspection. The inspector spoke with a parent during the inspection and took account of their views.
- The inspector held a meeting with the childminder and discussed self-evaluation. The inspector looked at relevant documentation, including suitability checks for members of the household, insurance and the childminder's first-aid certificate.

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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