

# Childminder report

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Inspection date: 17 January 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm and welcoming environment where children are content and happy. Children settle quickly into their chosen activities. The childminder considers children's interests and presents activities based on these. This helps children leave parents and arrive with enthusiasm to play and explore. The childminder recognises the importance of providing children with opportunity to explore and she ensures the learning environment supports this. For instance, children benefit from independent access to toys and combine resources in their play. The childminder engages in child-led play and exploration, allowing children to test out their ideas. For instance, children collect and construct a 'climbing rainbow', using coloured mats. They make several adjustments before being able to use it to climb on. They receive praise for their creativity and persistence.

Children behave well. The childminder has embedded routines that support the social and emotional well-being of the children. For example, children take part in a circle time designed to welcome each other. They excitedly collect resources in preparation for the activity. Children eagerly welcome each of their friends and participate in a turn-taking activity. They display high levels of confidence and self-esteem. The childminder provides consistent praise and encouragement. Even the youngest children clap and smile at their friend's achievements.

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

- The childminder completes detailed information in partnership with parents when children first attend. This enables her to identify where children are in their learning and support their next steps. She uses assessment effectively to understand what children can do and their next steps in learning. The childminder ensures her planning reflects children's current interests and abilities.
- Children's communication and language skills are promoted well. The childminder models turn taking in conversation and repeats children's sentences for clarity. Children enjoy listening to lots of stories and enthusiastically join in with songs and rhymes. Children hear new words as the childminder narrates their play such as 'squelch, squashing' and 'crunching'.
- Children enjoy lots of opportunity for outdoor play. The childminder promotes healthy lifestyle habits. For example, she has created a planting area in the garden for children to grow and harvest fruit. The childminder plans activities to teach children about oral hygiene. Children know to wash their hands prior to eating and enjoy a healthy range of food at snack time, which they enjoy preparing independently.
- The childminder provides regular opportunities for children to visit local areas in the community. For instance, they regularly visit horses and sheep while on

walks. In addition, they attend a music and movement group each week and meet other childminders and children. This helps to support the children to play with other groups of children and gain more confidence in their socialisation skills.

- The childminder is a positive role model and encourages children to behave well and use good manners. Children learn to share and take turns with toys. The childminder helps children to manage their own behaviour and recognise the needs of others. She uses gentle reminders such as 'quiet voices', when younger children are sleeping.
- The childminder has built excellent relationships with parents. They praise her commitment to their children's care and learning. Parents comment on the wide range of experiences the childminder provides and commend her for the progress children make while in her care. Parents describe the childminder as 'friendly' and 'supportive'. They appreciate the consistent information they receive about their children's learning and development.
- The childminder evaluates her provision effectively. She ensures she keeps her required training updated such as paediatric first-aid and safeguarding training. The childminder has good links with other childminders and uses these networks to share ideas on best practice. However, the childminder does not precisely target her training and professional development to enhance the quality of her teaching to the highest level.

## 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 the already good practice and use self-evaluation even more effectively and seek further ways to develop first-rate teaching practice.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY445990                                                                          |
| <b>Local authority</b>                             | Cambridgeshire                                                                    |
| <b>Inspection number</b>                           | 10312190                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 10 to 10                                                                          |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 17                                                                                |
| <b>Date of previous inspection</b>                 | 23 April 2018                                                                     |

## Information about this early years setting

The childminder registered in 2012 and lives in Foxton, Cambridgeshire. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Louise Harris

## 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 talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of the education being provided and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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