

Childminder report

Inspection date: 3 May 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the childminder's care. They quickly settle and form strong bonds with the childminder, her co-childminder and assistants. Children with special educational needs and/or disabilities progress rapidly, especially in their personal and social development. They learn to follow instructions and routines without hesitation. For instance, they patiently wait to slide toy cars down the ramp while their friends have their turn. They sit together with all of the children at lunchtime and enjoy the healthy cooked meal the childminder has provided for them. They need little support to concentrate and feed themselves independently.

Young children rapidly learn and use new vocabulary relevant to their experiences. For instance, they examine tadpoles with the childminder. They hear the childminder use the word 'wiggle'. Toddlers repeat this word gleefully as they dance around on the spot, demonstrating that they understand what the word means.

Children delight in opportunities to use their imaginations. They start by learning about the importance of dental hygiene and rub 'dirt' from pictures of teeth, using toothbrushes. They then take the lead in their own play experiences. They choose to play with the toy dentist kit, taking turns with the childminder to pretend to be the dentist and the patient. This activity lasts for a long length of time, which demonstrates how deeply engaged the children are in their play.

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

- Children learn how to communicate highly effectively from a young age. Babies join in with simple actions to familiar nursery rhymes. They eagerly look for a response from the assistant they are working with, who provides this without hesitation. Older children independently use more-complex sentences to share their knowledge and understanding. For instance, they excitedly talk to the childminder about how their new shoes make them 'run really fast' and carefully demonstrate this.
- The dedicated childminder continuously improves professional knowledge across the whole setting. She arranges highly focused training to meet the needs of the children. Even once she has completed training, the childminder searches for further courses. This enables her to deepen her knowledge to the highest level possible. The childminder goes above and beyond, paying for parents to join them on training, so that they can support their children at home. This provides children with high levels of consistency between home and the childminder's setting.
- The childminder's professional integrity is at the heart of everything she does. For instance, she ensures that children with special educational needs and/or

disabilities attend as much as possible and receive focused support while they are in her care. The childminder works relentlessly to access additional funding and specialist advice. As a result, the childminder has strong working relationships with other professionals. This helps her to access information and guidance rapidly when she needs to.

- The atmosphere at the childminder's home is calm and inviting. Children happily include everyone in their games, and they play harmoniously together. Children learn about celebrations that are important to their friends. For instance, they paint pictures to celebrate the festival of Holi. Parents embrace the fully inclusive ethos that the childminder holds. For instance, they send in cards for all the children to celebrate the festival. This helps children to recognise that everyone is unique and different.
- Relationships with parents are strong. Parents report that they are very happy with the care that the childminder, her co-childminder and assistants provide. The childminder gathers a range of information from parents before children start. This helps her to identify children's initial starting points. Parents receive regular information about their children's progress through an online system. This provides them with the opportunity to build on their children's learning at home.
- The childminder instinctively adapts her interactions with children. For instance, during a seed planting activity, she shares key vocabulary with the youngest children. She extends the activity further for the most able children. For example, she talks about the roots that will grow. She seamlessly links this to their earlier learning as she talks about how teeth have roots as well. The childminder continuously checks children's understanding of what she teaches. As a result, children confidently build on their previous learning and make strong links between their experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibilities to keep children safe. She regularly reviews her policies to ensure that information is correct. She ensures that her assistants remain suitable for their roles. The childminder and her co-childminder understand their responsibility to report complaints to the relevant authorities. They follow their procedures diligently. The childminder completes regular training to ensure that she keeps her knowledge as up to date as possible. She recognises the signs of neglect and abuse, along with wider safeguarding issues, such as how to identify children who may be at risk of being exposed to extreme views and behaviour.

Setting details

Unique reference number	EY449013
Local authority	Cambridgeshire
Inspection number	10232918
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 4
Total number of places	18
Number of children on roll	15
Date of previous inspection	14 March 2018

Information about this early years setting

The childminder registered in 2012 and lives in Great Shelford, Cambridgeshire. She work with a co-childminder and assistants. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 6. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

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 inspector had a tour of the areas of the premises used for childminding.
- The childminder discussed the curriculum she provides with the inspector. The inspector observed the childminder interacting with children. The inspector considered the impact of the curriculum and childminder's interactions on children's learning and development.
- The inspector held discussions with parents, children and assistants at appropriate times throughout the inspection.
- The inspector viewed a sample of the childminder's documentation, including staff suitability documents and qualification certificates.

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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