

Childminder report

Inspection date: 10 October 2023

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 this setting where their learning and development needs are expertly met by the childminder, who is dedicated to their care and education. They are excellently supported and settle quickly, excited to explore the thoughtfully planned experiences that are focused on developing their individuality. Children build extremely strong and secure bonds with the childminder, who provides exceptional care, with attentive and thoughtful consideration to their daily needs. This means children feel safe and secure and are extremely happy in the setting.

Teaching is exceptional. The childminder interweaves previous learning experiences into new activities with ease. This means children recall and retell those experiences and make strong connections in their knowledge and understanding. The curriculum gives children many opportunities to gain independence, and the childminder is focused on supporting children's social and emotional well-being. Children's physical skills are expertly promoted, and the childminder delights in the children's achievements. She cares deeply about them and is utterly focused on giving the very best service. This includes going above and beyond to acquire extra funding to source equipment and to adapt the premises to meet their needs.

The childminder has high expectations of children's behaviour, providing consistent messages and praise for children's achievements. The children are taught why and when behaviours are appropriate and are supported to manage their emotions with exceptional care and attention. The childminder uses engaging questioning to enable children to express their frustrations. For example, she asks, 'I wonder why your shoes are making you cross?' This supports children to recognise their emotions and enables them to build resilience for the future.

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

- The childminder's use of language through song, rhyme, intonation and speech is superb. Interactions with children are delightful. Care and attention are given to each child's level of development and understanding, and teaching is intricately tailored to their needs. Back-and-forth interactions foster early communications, and children listen and respond enthusiastically. The childminder is skilled at introducing sound exploration. Children delight in mimicking the sounds in a music experience, repeating higher, then lower, chord sounds. They recall the ending of rhyming songs with ease. Rhymes and songs are expertly used to expand children's learning experiences throughout the day and are skilfully deployed to support children's attempts at handwashing and self-care tasks. The childminder incorporates early mathematics concepts seamlessly in play. By introducing comparisons of size, shape and number,

children anticipate number names and develop early analytical and spatial awareness skills.

- Children use all their senses to explore the learning environment. They enthusiastically participate in water play and concentrate intently on pouring from different-shaped containers, developing hand-eye coordination and attention skills. Children become immersed in play. They demonstrate high levels of engagement, laughing and having fun with the childminder. The childminder introduces new vocabulary when children explore textures with their feet. Children are eager to participate and delight in the feel of the 'slippery' paint, 'chilly' ice, 'gritty' salt and 'squishy' bubbles. The experience also enables them to observe natural reactions, such as salt melting ice. The childminder skilfully extends learning by introducing future events, for example, when matching the sound of bubbles popping to the sounds of fireworks.
- Care giving is exemplary. Children are offered fresh water and healthy snacks. They enjoy tasting strawberries. At lunchtime, they eat home-made bread made using flour they collected from the local mill, and they sample different vegetables, such as beetroot. Mealtimes are highly social experiences where children learn independence in self-feeding and handwashing. The childminder provides an exceptional level of personal care, creating a calm and nurturing space where children feel treasured. Sleep times are handled sensitively, and children are soothed with light music as they settle independently in a wonderfully tranquil environment.
- Parents are extremely happy with the service offered by the childminder. Relationships are open and honest, and information is shared freely. Parents feel supported and valued. The childminder provides them with exceptional emotional support and guidance. She is consistently thinking of new ways to engage parents, sharing information and ideas that support children's learning at home. The strong reciprocal relationships built with parents and other professionals mean children's needs are met quickly and they make rapid progress.
- The childminder is focused on extending children's knowledge and understanding of the community and the wider world in which they live. The children listen to bell-ringing at the local church, visit a local alpaca farm and attend village events, such as plant sales. These experiences are discussed repeatedly with the children, who recall them with excitement and wonder. The childminder interweaves future learning experiences superbly with these recollections, to ensure children build on previous learning and feel immersed in the local community. Children also participate in charitable experiences. For example, they participated in a sponsored tooth brushing event to raise money for oral health items. These were donated to the local food bank, where the children participated in the packaging and distribution of items, developing their understanding of how their actions can make a difference to people's lives.
- The childminder leads the provision with integrity and vision. She runs the setting meticulously, with a high attention to detail, completely focused on the children's care, safety and learning. She has a clear vision for the future and is passionate about inclusive practice. The childminder has recently undertaken professional development training that will enable her to teach more children

about difference and tolerance, and she champions inclusion in the wider community. She undertakes extensive research and is an advocate for childminders and the early years sector, with colleagues regarding her practice as inspirational.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive knowledge of the signs that would cause her to be concerned about a child's welfare. She understands local safeguarding procedures and is confident in the process to escalate concerns. The childminder has exceptional knowledge of risk assessing and understands how to remove or minimise risks safely and effectively. She is vigilant in her supervision of children in the setting and when out in the community. The childminder is extremely confident in her knowledge and understanding of child protection and potential harm from extremist views or behaviours. She understands her responsibility to keep children safe from harm and is proactive in ensuring their safety. The childminder has appropriate documentation and records in place.

Setting details

Unique reference number	EY451155
Local authority	Cambridgeshire
Inspection number	10295472
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 December 2017

Information about this early years setting

The childminder registered in 2012. She operates all year round, from 7.30am to 6.30pm on Tuesdays and Thursdays and from 7.30am to 5.30pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jayne Hamey

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 children are kept safe in the setting.
- The inspector gathered feedback from parents.
- The inspector observed the childminder's interactions and engagement with children.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector spoke to the childminder about how the setting is organised and reviewed relevant 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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