

Childminder report

Inspection date: 25 March 2024

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

What is it like to attend this early years setting?

The provision is good

The childminder provides a calm and cosy home, which helps children to feel welcomed and relaxed. She is kind and loving. Even children who are very new to the setting settle quickly in her care. Children enjoy the childminder's company. They like to cuddle close to her as she reads to them from favourite books. The childminder knows the children in her care well. She takes time to find out about what they know and can do from parents when they start. Activities are planned with children's interests and learning needs in mind.

Children play well together and are beginning to share and take turns with little reminders. They instinctively help to put away toys before starting a new activity. The childminder helps children to become more independent in their self-care. Older children put on and fasten their own shoes. They make good attempts to zip up their coat before outdoor play. Hygiene routines are embedded as part of the daily routine and children know they must wash their hands before eating. These are all vital skills to help children develop as they move on to school.

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

- The childminder has met the actions set at the last inspection. She has given more consideration to her learning environment and the intent for the activities she provides to help children make good progress in their learning. The childminder has accessed several training opportunities in childcare to help enhance her knowledge of how children learn and improve their experiences. However, while there has been improvement in her practice, she does not always adapt her teaching skills effectively in some activities to ensure that children's learning is extended.
- Children are encouraged to develop their mathematical skills through counting and shape recognition in different activities and routines. Children play shops with the childminder. They use and see numbers in their play as they pay for their items with coins and use a play till. The childminder sings number songs and introduces the concept of taking away and counting backwards from five.
- The childminder understands the importance of building children's communication and language skills. She ensures that she engages in conversation during activities and there is plenty of singing and reading stories. However, on occasions, the childminder does not give children enough time to respond to her questions and does not recast and model the correct use of words.
- Children are confident in their surroundings and demonstrate an eagerness to join in with activities. For example, they show excitement to use paints to decorate a picture of an Easter basket with eggs. However, at times, the childminder is too occupied with how the finished picture should look. She tends

to over-direct children instead of embracing their creativity to paint the picture in their own way.

- Children play in a clean and safe environment. A constant process of risk assessment is in place to ensure the safety of the premises, and this extends to when children are taken out from the setting. The childminder maintains her first-aid qualification so that she can respond appropriately to any accidents children may have in her care.
- The childminder has developed close relationships with parents. She speaks with them regularly about their child's time in the setting and the progress they are making. Parents also receive daily photos and text messages. Parents feel that the childminder has developed a lovely bond with their children, and they truly appreciate the creative keepsakes their children make during their time with her.

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:

- enhance teaching to ensure that children are provided with more opportunities to extend their learning
- ensure that children hear language modelled correctly and are given sufficient time to think and respond to questions
- give children more opportunities to express themselves and carry out activities to their own satisfaction.

Setting details

Unique reference number	EY459669
Local authority	Cambridgeshire
Inspection number	10291269
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 April 2023

Information about this early years setting

The childminder registered in 2013 and lives in Ely. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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