

# Childminder report

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Inspection date: 4 March 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 | Outstanding |
|----------------------------------------------|-------------|

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

### **The provision is good**

The childminder demonstrates a good knowledge of childcare and a secure understanding of how children learn. Her calm approach and ability to speak to children in a positive and nurturing way helps them to make secure attachments. They show that they feel happy and contented in her care. Children demonstrate a good understanding of behaviour expectations, and they are encouraged to be polite and use their manners. The childminder encourages children to think for themselves and to have a voice in what they want to do. She teaches them to be confident and able to express their wants and needs at all times. This results in children being able to ask questions, to think about why things happen and to understand what they may need to do next in an activity.

The childminder challenges children and supports them to do things for themselves. On climbing apparatus, she encourages children to think about how they might use different parts of their body to move, and she helps them to distinguish between their left and right feet. The teaching of children's mathematical development is naturally weaved through activities and daily routines. For example, when children find sticks on the playground floor, they are encouraged to find a longer one and compare sizes.

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

- The childminder carefully considers the activities she provides so that children's learning is maximised. She demonstrates a deep understanding of children's level of development, what they know and what they need to learn next. Children have multiple opportunities to revisit activities to build on their skills and embed their knowledge.
- The childminder provides children and their families with a long period of settling into her home, which helps build stronger relationships. She consistently asks parents what children have been doing at home or about places they have visited, and she builds on this knowledge through the activities that she provides. She ensures that parents are aware of her focus for children's development at any one time and regularly updates them on their progress.
- Parents speak very highly of the childminder. They are very happy with the care that is provided and the regular feedback that they receive about their child. The childminder also works closely with another childminder whose setting some children attend. This helps to ensure consistency with meeting children's needs, such as both following the same toilet-training procedures.
- The childminder fully understands the benefits of talking to children and engaging them in conversation to help develop their communication and language. She consistently provides a narrative to children, developing their vocabulary and encouraging their thinking skills. The childminder reads stories,

and they engage in singing and music sessions every day. These types of activities help to build strong foundations for children's future education and for them to learn to read.

- The childminder helps children to become independent in their self-care. She encourages them to dress themselves for outdoor activities, use the toilet independently and complete tasks, such as peeling an orange at lunchtime.
- The childminder provides children with a safe and suitable learning environment. She considers risks to children and how these can be minimised. For example, the childminder has provided a lower handrail for children to help them climb the stairs safely. On walks, the childminder helps children to learn about road safety and to listen for approaching cars before they cross the road.
- The childminder's paediatric first aid has lapsed. She does, however, hold a current first-aid certificate for another role. Unfortunately, this does not cover all of the required Ofsted elements. However, the childminder was able to discuss the action that she would take in different emergency first-aid scenarios, such as assisting a child who is choking. Her husband who is listed as her assistant but is only present for some of the childminded hours does have a current paediatric first-aid certificate. The childminder will be completing a relevant course next month.
- The childminder reflects on her practice and is part of a local childminding group where they share policy updates and activity ideas. However, the childminder does not consistently engage in professional development opportunities that help to focus on raising her teaching skills and ensure that her knowledge of childcare is kept up to date.

## 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 meet the requirements of the early years foundation stage, the provider must:**

|                                                                    | Due date   |
|--------------------------------------------------------------------|------------|
| ensure a relevant paediatric first-aid qualification is completed. | 19/04/2024 |

**To further improve the quality of the early years provision, the provider should:**

- seek further ways to identify professional development opportunities that focus

on consistently raising teaching skills and keeping knowledge of childcare updated.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY460387                                                                          |
| <b>Local authority</b>                             | Cambridgeshire                                                                    |
| <b>Inspection number</b>                           | 10308406                                                                          |
| <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> | 1 to 2                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 15 March 2018                                                                     |

## Information about this early years setting

The childminder registered in 2013 and lives in Cambridgeshire. She operates all year round, from 7.30am to 4.30pm on Mondays and, from 8am to 4.30pm on Tuesdays and Wednesdays, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Carly Mooney

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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