

Childminder report

Inspection date: 30 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident, settled and happy in the childminder's home-from-home setting. They have formed secure attachments with the childminder, seeking her out for reassurance in unfamiliar circumstances and inviting her into their imaginative play. As children arrive, they happily leave their parents at the door, put their belongings away and independently explore the resources that are available. The childminder's warm and nurturing personality helps children feel safe and secure, and as a result, they thrive in her care.

The childminder knows the children very well. She plans a curriculum that is based on her secure understanding of what children can do, their interests and their next steps in learning. She focuses on ensuring that children develop their independence, confidence and social interactions, enabling them to be ready for the next stage in their learning journey. Children learn to share toys and take turns. They remain fully engaged in their learning and explore their environment with curiosity and ease.

At story time, children select their own cushions to sit on and are encouraged to take turns, opening the flaps in the book to reveal what is underneath. The childminder praises their patience and turn-taking skills, and this enhances children's self-esteem. Children have a good understanding of the rules and routines of the setting. They happily help to tidy away toys as they transition from one activity to another and understand the need to wash their hands before mealtimes. As a result of the childminder's high expectations, children's behaviour is very good.

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

- The childminder is clear about the skills and knowledge that she wants children to acquire to enable them to make the best possible progress. She carries out regular observations and assessments of children's learning and identifies age-appropriate next steps to move their learning forward. However, at times, she does not focus precisely enough on what it is she wants individual children to learn during planned activities.
- The childminder knows when to extend children's knowledge in their play. As children learn about the life cycle of a sunflower, she differentiates her teaching to suit the needs of each individual child. She introduces older children to words such as 'germinate' as they think about what seeds need to grow. This supports their growing vocabulary. Younger children practise using their fine motor skills by scooping the soil using spoons and carefully pinching the seeds with their fingers to transport them from the tray to the pots.
- Children benefit from good opportunities to build on their independence. The

childminder allows children time to practice using knives to cut their fruit. Older children are encouraged to put on their coats and shoes while younger children are praised in their attempts to use the up and over method. While in the garden, children independently use the water station to water their newly planted seeds. The childminder encourages children to do things for themselves and, in turn, they have a very 'can-do' attitude. This promotes their independence and the development of practical life skills.

- The childminder prepares children well for their school transitions. When children are anxious about moving on to new settings, the childminder takes time to plan and implement ways to help support them. However, the childminder has not fully established effective partnerships with other settings that children in her care attend.
- The childminder provides a language-rich environment. Children are confident communicators. They talk clearly, listen intently and respond with relevant well-thought-out responses. The childminder regularly shares stories with the children. She encourages them to engage in two-way conversations about the pictures in the book and reinforces the meaning of words in the text. As children attempt new words, the childminder takes time to listen and then repeat back the words using the correct pronunciation. As a result of these skilful interactions, children are making good progress in their communication and language development.
- Parents speak highly of the childminder. They state that they are extremely happy with the care their children receive and value the variety of activities that the childminder provides. The childminder regularly shares updates of children's development with parents, and they feel well informed about what their children have been up to while at the setting.
- The childminder has a positive attitude to her professional development. She evaluates her practice and identifies what she does well and areas she would like to develop further. The childminder reflects positively on previous training and puts her learning into practice. Furthermore, she has identified areas that she would like to source further professional development opportunities.

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:

- focus more precisely on the aims and intentions for children's learning to continually build on and extend their learning further

- strengthen communication and information-sharing with any other settings that children attend.

Setting details

Unique reference number	EY467071
Local authority	Cambridgeshire
Inspection number	10339347
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	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 July 2018

Information about this early years setting

The childminder registered in 2013 and lives in Caldecote, Cambridge. She operates all year round, from 8am to 5.30pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Parkinson

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 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 interactions between the childminder and the children during activities.
- The childminder and the inspector completed a joint observation of an activity to assess the quality of teaching.
- The inspector took account of the views of parents.
- The inspector spoke to children during the inspection.

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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