

Childminder report

Inspection date:

15 February 2024

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

What is it like to attend this early years setting?

The provision is outstanding

Every aspect of what the childminder provides is precisely aimed at supporting children's learning and development. She expertly adapts her approach, depending on children's individual needs. Consequently, any gaps in children's development close very quickly. The childminder ensures that children learning is meaningful and memorable for them. She continuously introduces them to new information which enhances their knowledge, and gently guides them to build on the skills that they already have.

Helping children to develop excellent communication skills is central to the childminder's practice. She sings songs with children throughout their day. The childminder has an extensive repertoire of songs, which she uses to spontaneously respond to children's play interests. This fosters the cheerful and positive atmosphere where children show that they feel extremely content. Young children chat to themselves and communicate confidently and enthusiastically as they play.

Young children are led by the childminder's confident, calm and reassuring approach. This helps them to develop excellent behaviour. While tidying up, children confidently express for their wish to have a turn screwing a lid on a container. They then practise this skill to their own satisfaction. When young children naturally want to play with a toy already in use, the childminder sensitively encourages them to wait for their turn. She also offers alternative toys, which children readily accept.

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

- The excellent quality of education is continuously improving. This is because the childminder's plans for her professional development are highly incisive. She continually reflects on and revises her practice according to new knowledge that she gains. For example, the childminder has learned to repeat key words three times to help children remember them as part of training to provide effective support for children's communication and language.
- The childminder's teaching is extremely skilful. She engages with children at their level and has detailed conversations with them about their fascinations. This helps them to build extremely broad vocabularies considering their young ages. For example, the childminder helps young children learn how to tell the difference between lions, tigers and leopards as they play with small-world toys.
- The childminder uses her strong knowledge of what children need in their early years to help them achieve the best possible outcomes. For example, she provides children with experiences to cook vegetable soup. The childminder also plans lots of opportunities for children to benefit from fresh air and exercise, for example, in the garden, green spaces and play areas nearby. This helps children

to develop positive attitudes to developing a healthy lifestyle.

- Children become confident communicators. They ask questions of the childminder to help solve their own problems. Young children begin to play together, using their imagination as they gather up shopping bags and pretend to go off shopping together.
- The childminder enthralled children when she frequently reads to them. She uses interesting voices, encourages children to notice and name items in the pictures, as well as to think about what they are reading about. Consequently, children develop a very keen interest in books. They begin to understand key concepts about reading and this prepares them for their future learning in literacy.
- From the outset the childminder works closely with parents for the benefit of children. She shares her knowledge of child development and gives parents information about many aspects of this. The childminder regularly updates parents about her assessments of children's learning, progress and how they spend their day.
- The childminder helps children to learn how to self-care very effectively. When it is time to carry out personal hygiene routines children find their own bags. The childminder talks to children about toileting to prepare them for the next stage in their development. She encourages young children to help to learn to dress themselves and wash their own hands after personal care. This helps to make essential routines second nature for children to use as they become more independent.
- Children have extremely close bonds with the childminder. They trust her and even young children take careful account of what she says. Children promptly respond to the childminder's requests, which she pitches at exactly the right level to help children succeed in making excellent progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY473840
Local authority	Cambridgeshire
Inspection number	10308453
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 March 2018

Information about this early years setting

The childminder registered in 2014. She lives in the Sawston in Cambridgeshire. The childminder operates all year round, except for bank holidays and family holidays. Her setting is open from 7.30am to 9am, and from 3pm to 6pm on Monday and Tuesday, 7.30am to 6pm on Wednesday and Thursday, and from 7.30am to 9am on Friday.

Information about this inspection

Inspector

Kate Hipperson

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 their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to with the inspector during the inspection.
- The inspector took account of the views of parents.
- The childminder and inspector discussed how a planned activity was carried out and the impact that this had on children's learning.
- 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 reviewed a small sample of key documentation, including the childminder's first-aid certificate.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024