

Childminder report

Inspection date:

5 October 2022

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

Children are incredibly well settled, confident and highly motivated to explore and learn. They build extremely strong bonds with the childminder, who is professional, kind and nurturing. Children show great enthusiasm in all that they do. They demonstrate increasing levels of self-control as they learn to share, take turns and respect their friends' rights to play. Children develop secure friendships with their peers. They seek each other out to share experiences, such as when they explore the mud kitchen and uncover worms, snails and ladybirds.

Children are extremely confident and knowledgeable talkers. They recall, with attention to detail, past events that they choose to re-enact with the childminder. Children select toy eggs and baskets, inviting their friends and the childminder to find the eggs after hiding them in the playroom. Children show a strong understanding of counting and numbers as they play. They know when they need to find one more egg. They count accurately to 10 and backwards from five. Children benefit from the clear and detailed explanations the childminder provides as they demonstrate a thirst to learn more. For example, they learn how hinges work and why birds have feathers.

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

- The experienced and qualified childminder has established an ambitious curriculum that helps children to build on what they know and can do. She prioritises support for children's emotional well-being because she understands that children need to feel safe, secure and confident to be ready to learn. The childminder follows children's lead in play and inspires them to learn. She notes children's emerging interests and uses these successfully in her planning to build their knowledge about the world around them.
- The childminder talks to children as they play. She provides children with thorough descriptions that are highly effective in helping them to build a wide vocabulary. For example, when creating model birds with clay, the childminder invites children to describe the feathers they are using. Children say that there are stripes and spots, and they name the colours and talk about how the feathers feel. The childminder introduces new words, such as 'iridescent', and explains what they mean. Children know the names for the different varieties of fish they help the childminder to feed, such as regal blue tang. They giggle as they remember the forgetful nature of this fish as depicted in a familiar children's film.
- The childminder provides children with lots of opportunities to learn about the local community. Children regularly attend forest school sessions with her, where they learn more about nature and wildlife. They enjoy choosing books at the local library with the childminder and take them home to share with their

family. The childminder reads books to children every day, including storybooks and factual books. Children enjoy learning more about the things that interest them, such as birds and how to grow and care for plants. They remember that plants need water and sunshine to grow.

- Parents are highly positive about their children's experiences and level of care provided by the childminder. They state that their children have genuine affection for her and believe the support she provides for children's learning helps them to make incredible progress, particularly in their self-confidence. Parents say that they are very well informed about their child's day and what they need to learn next. They receive ideas so that they continue to support their children's ongoing learning at home. Parents highly recommend the childminder.
- The childminder works extremely well in partnership with parents and other providers that children also attend. She ensures that there is a regular exchange of information that helps to provide consistency for children's learning and development.
- The childminder is extremely well organised and maintains meticulous records that underpin her practice. She is highly reflective in her practice and continuously seeks ways to improve the experiences she provides to the children. The childminder conducts independent research to investigate different approaches to help children thrive. She identifies and targets training to further enhance the excellent teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection and safeguarding training. She seeks out additional information and updates to broaden her knowledge. The childminder confidently and expertly identifies possible signs of abuse, neglect and wider safeguarding issues. She knows precisely what to do should she have any concerns about a child's welfare. The childminder reflects on societal changes and is proactive in researching and considering what may pose risks to children's safety and well-being, such as the impact for families of the COVID-19 pandemic.

Setting details

Unique reference number	EY478980
Local authority	Cambridgeshire
Inspection number	10236393
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	13
Date of previous inspection	21 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Fordham, Cambridgeshire. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

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 the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector took account of parents' written views.

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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