

# Childminder report

---

Inspection date: 13 April 2022

---

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

The quality of education	<b>Outstanding</b>
--------------------------	--------------------

Behaviour and attitudes	<b>Outstanding</b>
-------------------------	--------------------

Personal development	<b>Outstanding</b>
----------------------	--------------------

Leadership and management	<b>Outstanding</b>
---------------------------	--------------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

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

### **The provision is outstanding**

Children flourish in the care of this passionate and dedicated childminder. They are confident and curious learners, taking a deep interest in visitors to the setting. Children's behaviour is exemplary. They show care and compassion for each other, and they share toys and take turns with ease. The childminder treats children with the highest level of respect. For example, she gives them time to finish looking at a book before she changes their nappy. She respects babies' non-verbal communication just as much as older children's words.

Children's attitudes to learning are excellent. As babies play, they show delight as they manage to take lids off bottles and share their successes with the responsive childminder. Older children show extremely high levels of determination and persistence as they put on and take off dressing-up clothes. The childminder provides excellently judged verbal support to enable the children to achieve their aims. Older children make use of freely accessible photo books to recall past activities. They confidently talk to the inspector about what they have enjoyed.

Children have lots of opportunities to enjoy fresh air and physical activity in the childminder's well-designed garden. Babies crawl confidently up and down low steps and enjoy chasing after balls. Older children run confidently and squeal with delight as they throw and catch balls with the childminder. Children learn about nature as they look for snails and start to understand why sun and water are important to help their strawberry plants to grow.

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

- The experienced childminder demonstrates a genuine passion for her role and has high expectations for all children in her care. She is sensitive to the possible effects of the COVID-19 pandemic on children's development. She swiftly identifies emerging gaps in their learning. The childminder readily adapts what she offers, particularly to support children's physical development and personal and social skills. She works extremely closely with parents, which helps to ensure that there is continuity in children's care and learning. Consequently, any gaps in children's learning close rapidly. All children are making excellent progress.
- The childminder is expert at weaving meaningful learning opportunities into all her interactions with children. Her curriculum is excellently sequenced and ambitious for all ages. The childminder naturally adapts activities, her language, and the support and guidance given, to precisely meet individual children's interests and developmental needs.
- The childminder provides a language-rich environment. The children enjoy books with relish, both fiction and non-fiction. The childminder reads in an engaging

and exciting way, allowing time for children to say words and lines excitedly from stories that they know. The childminder engages meaningfully with babies' and children's conversations. She introduces new words slowly and clearly so that children can hear and repeat them with confidence. Children who speak English as an additional language are superbly supported to become confident communicators.

- The childminder expertly weaves opportunities for mathematical learning into many activities. Older children are starting to recognise numbers. They know their names and confidently show the correct number of fingers when reading counting books. Children match numbers they find in the sand to the numbers displayed in the garden. Opportunities to think about size, distance and shapes are plentiful.
- The childminder provides children with a wealth of meaningful opportunities to learn about other families and communities. Children naturally share words and songs from their home languages as they play. During celebrations, such as birthdays and Christmas, children enjoy traditional food and take part in each other's customs.
- Children develop high levels of age-appropriate independence. The childminder supports them to make the transition out of nappies in a timely and sensitive way. She provides nutritious and tasty home-cooked meals and snacks. Older children understand the need to wash their hands before mealtimes and undertake this task with minimal input from the childminder.
- The childminder is highly motivated to continue to develop her practice. She constantly reflects on the needs of the children in her care and undertakes continual professional development to strengthen her understanding of how to enhance their learning and development. The childminder robustly and quickly incorporates new learning into her planning, curriculum and interactions. As a result, the childminder continues to provide an outstanding learning environment.

## Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is paramount and central to the childminder's practice. She is fully aware of her responsibilities to safeguard children and to protect their welfare. The childminder has an excellent understanding of the signs that may indicate a child is being abused or at risk of suffering harm. This includes wider safeguarding issues, such as female genital mutilation and radicalisation. The childminder knows exactly when and to whom to report any concerns she may have about a child's well-being. The childminder is clear about her duty to report an allegation about herself or members of her household to the relevant bodies.

## Setting details

<b>Unique reference number</b>	EY275212
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113014
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	15 July 2013

## Information about this early years setting

The childminder registered in 2004 and lives in Cambridge. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Julia Sudbury

### 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 her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable. She spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key documentation.
- The inspector spoke with the childminder and children at appropriate times throughout 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022