

Childminder report

Inspection date: 23 June 2023

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 have a close and trusting relationship with the childminder and clearly enjoy being in her care. They have a good knowledge of the daily routines and understand what is expected of them. Children play well together and actively seek each other's company in their self-chosen activities. Children generally behave very well. They are learning to be independent and confidently carry out self-care tasks, such as toileting and handwashing.

Children have plenty of opportunities to enjoy spending their day outside. The childminder provides a wealth of engaging activities in the fresh air and children clearly thrive in this environment. Children are enthusiastic to learn about the natural world. They grow their own produce and show great excitement when naming each of their vegetable plants or when finding ripe strawberries. Children's physical development is promoted well, both at the childminder's home and when visiting local groups. They are constantly active and have plenty of room to run around and explore. Equally, children show good dexterity when tackling small, fiddly tasks. For example, children enjoy making models and show great dexterity as they add resources, such as drinking straws to their creations. They handle tools safely and show they are learning to assess risks.

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

- The experienced childminder has a good understanding of the skills and knowledge children need in readiness for their future learning. She effectively plans her activities to build on what children already know and can do. Children benefit from the stimulating curriculum and have great fun as they learn.
- The childminder's day is firmly focused around the children and she shows great enjoyment in her role. She is a skilful teacher who knows how, and when, to offer support and guidance as children play. The childminder joins in their activities and uses these opportunities effectively to model a good variety of words in her conversations. She always encourages children's participation. Consequently, children's activities are full of chatter and children are generally having lots of practise in expressing themselves verbally.
- Children's understanding of mathematical concepts and language is fostered well by the childminder. She plans playful activities to explore aspects, such as height and length, and helps them to identify differences in the things around them. As a consequence, children confidently make comparisons and describe things as being 'longer', 'shorter' and 'higher'.
- The childminder takes every opportunity to take children out and about in their local community. She takes children to join others at local groups and have experiences that complement those she provides at home. The childminder also takes children a little further afield on the local bus to visit museums or the

animal park. However, the childminder has yet to build on these experiences to give children an even deeper appreciation of the communities that exist beyond their own and the people living there.

- Children are motivated to learn and spend their day investigating and exploring. They show very good concentration in the activities they enjoy and have a strong determination to complete tasks they set themselves. For example, children persevere in their efforts to process dough through a pasta maker. The childminder sensitively offers help when needed but often children prefer to tackle things themselves. These attributes are especially beneficial as children prepare to attend pre-school or nursery.
- The childminder enjoys very positive and strong partnerships with parents. She speaks with them regularly and works collaboratively to ensure there is a consistency of approach in the care of the children. In written feedback, parents express their positive experiences their children have with the childminder. Parents state how much children have progressed in their skills, speech, and knowledge since they have been in the childminder's care.
- The childminder values chances to enhance her own knowledge and skills. She has embraced online training opportunities from a variety of sources and in this way, stays up to date with current childcare practices. The childminder continually reviews her provision and when needed, makes changes to benefit children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of safeguarding matters. She keeps her training up to date and knows how to report any concerns about the children in her care. The childminder is knowledgeable about wider issues, such as the 'Prevent' duty and how things, such as drug misuse, can have an impact on children's lives. Risk assessing is embedded in the childminder's practice, both at home and when out and about. She has a great awareness of her community and where it is safe to take children. Children are learning from her diligence and they too are beginning to identify when things are not safe.

What does the setting need to do to improve?

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

- find interesting and appropriate ways to further strengthen children's knowledge of communities beyond their own and the people who live there.

Setting details

Unique reference number	222603
Local authority	Cambridgeshire
Inspection number	10285570
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	2 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	11 October 2017

Information about this early years setting

The childminder registered in 1996. She operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early years education for three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Baker

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 this into account in her evaluation of the provider.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder and inspector reviewed an activity together.
- Children spoke to the inspector about the activities they were doing.
- The inspector read written feedback from parents and took account of their views.
- The inspector viewed relevant documentation, including the suitability of household members.

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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