

# Childminder report

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Inspection date: 29 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are at the heart of this childminder's provision. They enjoy a safe and nurturing environment. Children receive a warm and friendly welcome. They settle immediately and demonstrate that they feel secure. Children independently access a wide range of stimulating activities based on their interests. For example, younger children enjoy posting balls through tubes. They excitedly anticipate when the childminder's assistant will say 'Go', and giggle as they post them. Children build strong attachments with the childminder and her assistants who know them well. They actively seek them out for comfort and cuddles when tired. Children form good relationships with their peers. They listen to the childminder, as she uses gentle reminders to reinforce sharing and consideration to each other's needs during their play.

Children have a positive attitude to learning. The childminder encourages children to be inquisitive and to test out their ideas. For instance, children excitedly dress to play and explore in the rain. They search for puddles to splash in and find innovative ways to transport their collected rain water. Children learn to be healthy. They enjoy lots of physical play, both indoors and out. Children enjoy growing a range of fruits and vegetables that they harvest to create tasty meals. This helps to raise their awareness of where food comes from.

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

- The childminder is passionate about the quality of experiences the children receive while in her care. She has a clear and ambitious intent for her curriculum. The childminder plans stimulating experiences for the children in her setting, and uses effective teaching methods to extend their learning. For example, when she interacts with children, she carefully enhances activities to promote their individual learning needs.
- Children develop confidence and make independent choices about their play. They are keen to take part in activities and focus well on what they are doing. Children learn to persevere and overcome difficulties. For example, when toys become stuck in tubing, they use buckets of water to wash them down.
- The childminder and her assistants offer good support for children's learning. They show interest in what children are doing and talk to them as they play. They model a broad vocabulary for children to help them understand more complex words, such as 'absorb' and 'squeeze', while they play with sponges in water.
- Support for children with special educational needs and/or disabilities is strong. The childminder enhances her provision to meet children's individual care and learning needs. She works closely with other professionals and settings children attend to ensure they receive continuity in their care and learning.

- Children are supported to develop a love of books from a young age. They choose their favourite stories to read with the childminder. She involves them in the story, describing the illustrations and pointing to the words as she reads. This helps to promote an understanding that print has meaning.
- Children are well behaved. They show respect for one another as they play together happily. They share resources, such as taking turns to add ingredients in the outdoor kitchen. They listen to and willingly follow instructions, such as tidying toys away and going to wash their hands before eating.
- Partnerships with parents are good. Parents are very complimentary about the childminder and her assistants. They state she has helped their children to thrive. Parents describe the childminder as 'loving and nurturing' and comment on the stimulating environment she provides for their children.
- The experienced childminder is reflective and sets out priorities for development within her provision. She has a positive attitude towards continuous professional development, and sources a range of courses to improve her practice. For instance, recent training has helped her to develop her understanding of promoting children's school readiness. However, the childminder has not fully explored ways to continually help her assistants to develop the skills that help children make the very best possible progress in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility of keeping children safe from harm. She makes sure that she keeps her statutory training, such as safeguarding and first aid, up to date. The childminder supervises children vigilantly and carries out risk assessment of her environment. She knows how to recognise the signs and symptoms of abuse and ensures that her assistants are familiar with the procedures for raising safeguarding concerns. The childminder confidently explains how to refer concerns to the appropriate safeguarding agency. Additionally, the childminder and her assistants have a good understanding of the wider areas of safeguarding, including female genital mutilation and extremism.

## What does the setting need to do to improve?

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

- build on the already good practice and seek ways to help all assistants develop their teaching skills.

## Setting details

<b>Unique reference number</b>	2637848
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10289362
<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 11
<b>Total number of places</b>	9
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021 and lives in Littleport, Cambridgeshire. She works with two assistants. The childminder operates all year round from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years qualification at level 6. The childminder provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Louise Harris

## 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 provider and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk of the setting, inside and outdoors, and discussed how the curriculum had been implemented and the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder to assess the quality of education.
- Parents shared their views of the childminder and her assistants with the inspector.
- The inspector held discussions with the childminder, her assistants and the children at appropriate times throughout the inspection.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of her assistants.

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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