

Childminder report

Inspection date:

7 December 2023

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

What is it like to attend this early years setting?

The provision is good

Children are curious and ready to learn. They listen intently to the childminder's explanations and observations about what they are doing and about the world around them. This helps them build on what they already know and understand. The childminder uses themes to help trigger new interests that children return to, repeat and remember to help them consolidate the new information and experiences they have. Children develop a passion for books. They snuggle up with the childminder to listen to their favourite stories. Children use the new words and phrases they hear in the stories in their own play. This contributes to children's rapidly growing vocabularies. As a result, children become confident, articulate individuals.

Children show an interest in mathematics. They begin to recognise and understand quantity. The childminder guides them to carefully point to cubes while they count each one, helping to give them skills they need in their well-sequenced learning. Children use the cubes to help them understand simple addition and subtraction when the childminder talks about 'more' and 'less'. This contributes to the good progress children make.

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

- The childminder has a clear curriculum and a strong ethos to help children to become the very best they can. She has high expectations of what children can learn and understand. The childminder uses a wealth of resources to support children's learning, adapting her teaching methods to suit their age and stage of development. This does not compromise the childminder's desire for children to grasp a deep understanding of concepts and facts. For example, children are interested to find out how plants grow. They plant seeds in soil and talk about what seeds need to help them grow. They watch child-friendly information clips on the internet demonstrating what happens under the soil. The childminder shows children plants that are already growing. She pointed out the roots, stems and leaves, checking children can identify the different aspects. This helps children consolidate what they already know before they extend their knowledge further.
- The dedicated childminder reflects on new information and knowledge she gains through continued professional development. She accesses training that is relevant to her provision and builds new ideas into her practice. She values feedback from parents that helps her make continued improvements. For example, she has amended her procedures to help settle new children in her care further supporting children's wellbeing right from the start.
- The childminder makes good use of the local environment. Children enjoy spending time in a local wooded area. They climb in the lower branches of trees

under the supervision of the childminder. Children learn to take age-appropriate risks which contribute to their awareness of how to begin to keep themselves safe.

- Children behave well. With the childminder's support they begin to learn how to share and take turns. Minor disputes are quickly resolved through gentle reminders and explanations. This helps children begin to learn how to regulate their own feelings and behaviour towards others. When very young children can not find the right words to ask for a particular toy, the childminder encourages them to show her what they would like. This helps to provide very young children with alternative ways to communicate. Once the toy is found, the childminder names the object to help children's growing vocabularies. Any misconceptions to what a toy or object is are quickly addressed by the childminder to help strengthen children's understanding.
- The childminder communicates well with parents. She shares information about children's progress and works closely with them to provide consistent routines. This helps children feel secure in the childminder's care.
- There is a good balance between children's self-chosen play and activities that are led by the childminder. However, during adult-lead activities the childminder does not always give children enough time to solve problems and find different ways of doing things for themselves. At times, this hinders children's creativity and developing skills to think independently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has put clear policies and procedures in place for her to follow if she has a concern about children's wellbeing. She knows how to record and report her concerns to the appropriate agencies and has a clear understanding of how to identify abuse. This helps the childminder keep children safe. The childminder refreshes her knowledge and understanding about safeguarding through regular training. This includes aspects such as extreme views and behaviours.

What does the setting need to do to improve?

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

- encourage children to solve problems and find different ways of doing things for themselves during adult-led activities.

Setting details

Unique reference number	2568083
Local authority	Cambridgeshire
Inspection number	10250841
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and operates from 8.30am until 5pm, Monday to Friday all year around, except for bank holidays and family holidays.

Information about this inspection

Inspector

Katrina Rodden

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 setting.
- The childminder described her curriculum to the inspector. She talked about the impact the quality of education has on children.
- The inspector observed activities in the childminder's house and garden. She spoke to the childminder and children at appropriate times throughout the inspection
- Following an activity, the inspector held a discussion with the childminder about the quality of education.
- The inspector viewed a range of documents, including records of continued professional development, children's information sheets and some policies.

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 2023