

Childminder report

Inspection date:

6 December 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They have formed secure bonds with her, and they readily ask for her help when needed. The childminder knows the children well. She knows what interests them and makes sure that their favourite resources are readily available each day. Children sit and concentrate as the childminder encourages them to look for pictures that 'match' and rephrases asking if they look the 'same'. This helps to develop children's early awareness of mathematical concepts while extending their vocabulary.

The childminder understands the importance of helping children to be ready for school. She encourages children to keep trying when they encounter difficulties, to help them be successful learners. This helps children to develop the skills they need to be ready for the next stage in their learning. Children's behaviour is good. They show their understanding of the childminder's rules, and the childminder encourages them to say 'please' and 'thank you'. She helps them to learn that some rules are in place to keep them safe, such as tidying away toys so that they do not fall over them.

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

- The childminder knows what the children in her care need to learn. This helps her to plan her curriculum so that each child can build on their skills in a way that suits them. The childminder makes regular assessments of what children can do and uses this information to plan for the next steps in their learning.
- The childminder finds out from parents about their children's routines and abilities before they start at the setting. This helps her to tailor the settling-in process according to children's individual needs. The childminder shares information with parents about what their child is learning and encourages them to continue this at home.
- Children enjoy making Christmas wreaths. They carefully paint each part as the childminder talks about the colours and points out the colour names. Children select the colours they want, and young children are beginning to identify colours independently.
- The childminder provides good support for young children's language development. She talks to children about what they are doing during activities and introduces new words to help them build their understanding and vocabulary. However, the childminder has not considered the impact of background noise, such as music, and how this affects children's ability to hear speech sounds clearly.
- The childminder knows what she wants children to learn and why. For example, she provides young children with big crayons that they grip comfortably while practising their early writing skills. They enjoy making marks, developing and

refining the shapes as they make large circles.

- Children are developing an awareness of healthy eating habits as they enjoy nutritious meals. The childminder encourages young children to be successful at feeding themselves and praises their efforts. This helps to support their growing independence.
- Children enjoy playing outside in the garden and visiting the local park. This provides them with a range of opportunities to build their large-muscle skills. The childminder takes children on visits to the nature reserve or to pick pumpkins. They excitedly recall a visit to Santa's grotto as they look at photos of their adventure.
- The childminder takes part in regular training opportunities to keep her knowledge up to date. However, she does not focus her professional development on enhancing her knowledge of teaching. The childminder has not fully explored ways to continually build on the quality of her teaching to help children make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She knows how to identify children whose welfare may be at risk. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals to protect children from harm. She undertakes regular training to keep her safeguarding knowledge up to date. The childminder understands how to manage allegations of harm or abuse against her or anyone who lives in her home. She regularly checks her home to ensure that the environment is safe for children.

What does the setting need to do to improve?

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

- consider the impact of background noise on children's ability to hear speech sounds clearly
- seek further professional development opportunities that focus on developing a deeper knowledge of teaching and learning.

Setting details

Unique reference number	EY285290
Local authority	Cambridgeshire
Inspection number	10197290
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 10
Total number of places	12
Number of children on roll	26
Date of previous inspection	24 January 2018

Information about this early years setting

The childminder registered in 2004 and lives in Chatteris, Cambridgeshire. She operates all year round from 6.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Bright

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 had a learning discussion together to understand how the early years provision is organised.
- The inspector observed activities indoors and assessed the impact these have on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate and records of children's attendance.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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