

Childminder report

Inspection date: 7 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

All children are recognised as individuals, valued and their characters celebrated. They are highly independent and self-sufficient. The childminder knows his children exceptionally well, and this has a significant impact on the children's development and the next steps in their learning. This ensures children move on from the setting confidently and with the key skills for life.

The childminder provides an ambitious curriculum that is both sequenced and challenging. Children thrive in an outstanding environment, where they are encouraged to learn at every opportunity. The childminder has high expectations about what he wants children to learn to help prepare them for next stage of their education. He is skilled at recognising teaching and learning opportunities and where they can be extended, acting on them naturally and in an unhurried manner. Children are highly resilient and show a 'can-do' attitude.

Children are extremely inquisitive and curious learners. They thrive in the learning environment which is organised, well prepared and fascinating to them. Children are exceptionally well behaved and able to self-regulate. The childminder is an excellent role model with a calm and nurturing approach. Children have warm and loving bonds with him. They quickly run to him for hugs, which are greeted positively, helping them to feel safe and secure. This has a good effect on their emotional well-being.

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

- Children are making excellent progress in their language development. The childminder builds on extending their vocabulary by introducing new words during play and in everyday routines. Children engage in thought-provoking conversations, asking questions and sharing their thoughts.
- Mealtimes are an excellent social occasion. Children eagerly make their own sandwich for lunch, successfully cutting and chopping. They relish the challenge saying, 'I'll be careful' as they skilfully use the safety knife. Children are delighted by their success and enjoy the praise from the childminder who remarks on their fantastic efforts.
- The childminder encourages children to confidently count and sequence numbers as part of their play, helping them develop their understanding of mathematical concepts. Children expertly use mathematical language to describe measure and solve problems. They talk about shapes and name them to describe what they are using to construct. For example, children announce, 'I want to use rectangles'.
- Children notice features in the natural environment with awe and interest. As a small insect lands on their hand, they eagerly show everyone. This stimulates a

conversation about how the insect can be kept safe and how they can successfully re-home it on the plant. The childminder supports this conversation with a narrative to build on children's language skills and vocabulary.

- Partnerships with parents are outstanding. Parents highly praise the care that the childminder provides. They feel communication is effective and they are kept well informed of their children's progress. Parents recognise the important role the childminder plays, praising his calm and nurturing manner.
- The childminder works extremely closely with his co-childminder. They communicate effectively and cohesively, putting the children central to their outstanding care and attention. The childminder is highly reflective and passionate about what he does. He recognises the importance of continually building on the quality of his teaching, so that children make the best possible progress.
- Children are making sustained progress in all areas of their development. Those who need additional support receive this at an early stage, which has a considerable impact on their future potential and ensures individual learning needs are extremely well met.
- Children enjoy plenty of opportunities to be outdoors and the childminder takes them on local visits to the park, shops and woodland. Children learn about caring for the planet. They actively recycle objects and have a very good understanding of why this is important.
- Children have a strong sense of self, are highly confident, and have a high level of self-esteem. This is inspired by the childminder who encourages positive attitudes for mental health as he encourages children to express their feelings.
- The childminder prepares an environment where diversity is celebrated. He encourages children to be inquisitive and try new things by exposure to cultural events, such as Chinese New Year, by exploring music and food tasting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY498926
Local authority	Cambridgeshire
Inspection number	10311894
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 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 April 2018

Information about this early years setting

The childminder registered in 2016 and lives in Burwell, Cambridgeshire. He operates 8am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. He works with a co-childminder.

Information about this inspection

Inspector

Helen Clutterham

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder, co-childminder and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.

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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