

# Childminder report

---

Inspection date: 3 February 2020

<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	Good
----------------------------------------------	------

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

### The provision is good

Children develop secure, caring relationships with the childminder, who provides a warm, safe and welcoming environment. Young children play well together. The childminder plans cooperative activities that teach children to share their toys. For example, children take turns using balancing scales. On occasions when children find sharing their toys difficult, the childminder provides kind and positive guidance, helping children to understand their feelings. Older children chatter confidently to the childminder. They talk about the morning events at pre-school and discuss their ideas for the rest of the day.

Children eagerly take part in activities. They enjoy looking at books and listen well to stories. The childminder makes good use of story time to extend children's learning. For example, she helps children to explore foods eaten by a hungry caterpillar, and discusses with them which foods are healthier than others. Children respond well to the childminder's rules and boundaries. They understand the importance of washing hands before eating, and help to tidy away their toys when they have finished with them. Parents speak warmly of their children's positive experiences when they are in the childminder's care. They say the childminder offers 'wonderful care' and helps their children to socialise and visit new places.

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

- The childminder organises her playroom and resources well so children easily make independent choices about what they want to play with. She regularly introduces new resources that reflect children's interests, such as themed sets of interlocking bricks. This provokes children's curiosity and motivates them to explore and experiment.
- The childminder has a positive attitude towards her own learning. She is proactive in seeking out ways to improve her teaching practice. She networks with other childminders and engages in research and reading. This helps her to enhance the care and education she provides to children. She makes sure all mandatory training, such as her first-aid qualification, is maintained.
- The childminder works well with parents and carers to help children settle into her home. She develops a good understanding of children's home routines and asks parents about their children's immediate interests and abilities. This helps her to give children the emotional support they need to be happy and comfortable in her care.
- The childminder assesses children's progress and satisfies herself that children meet expected levels of development. If she finds children need extra help, she knows how to support parents to seek advice. However, the childminder has not fully considered how to enhance parents' involvement in the statutory review of their children's progress at age two. The review lacks detail and does not clearly

summarise to parents what their children's developmental strengths and weaknesses are.

- The childminder supports children's developing language skills well. She pays young children close attention and repeats their words back to them to support their growing vocabulary. Older children engage in complex conversations. For example, children tell her how they made a spider's web from string, describing clearly how it looked and felt. Children enjoy singing familiar songs and nursery rhymes.
- Children have a growing interest in mathematical concepts. The childminder introduces numbers, colours and shapes into enjoyable activities, such as comparing the foods the hungry caterpillar eats. Children use their knowledge in practical ways. For example, they put matching bears onto the scales to see what happens.
- Children enjoy daily outdoor activities. They take part in active exercise at recreation grounds, socialise at local toddler groups and go on woodland walks at a country park. They have opportunities to make friends and develop their understanding of their local community.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training. She has a good understanding of the possible signs that suggest a child is at risk of abuse. The childminder has clear policies about the use of phones and cameras. She has discussions with older children about how to stay safe online. Children develop an understanding of safety as, for example, the childminder teaches them road safety rules.

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

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

- seek additional ways for parents to contribute to the progress check for children aged between two and three years, to provide a more detailed and accurate record of their children's development.

## Setting details

<b>Unique reference number</b>	EY463885
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062078
<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</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	10 December 2015

## Information about this early years setting

The childminder registered in 2013 and lives in Stretham, Cambridgeshire. She operates from 7am until 6pm each weekday, all year round, except for bank and family holidays. The childminder holds a relevant qualification at level 3. She offers early education funded places to two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Veronica Sharpe

### Inspection activities

- The inspector spoke to the childminder about how she organises her provision and makes plans for what children need to learn.
- The inspector observed the childminder and her interactions with children during the inspection. She observed a specific activity and evaluated children's levels of engagement and the quality of teaching with the childminder.
- The inspector took account of parents' views through written feedback.
- The inspector looked at essential documents, such as evidence of the suitability of family members and training information.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020