

Childminder report

Inspection date: 14 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident, happy and very settled. They establish strong bonds with the childminder and show that they feel safe and secure in her care. Children are eager to welcome visitors and chat about what they know and do at the childminder's house. They are enthusiastic to join in with activities, make choices and help each other. Children play well together and form good friendships.

Children benefit from the calm and relaxed environment in the childminder's home. They listen to the consistent messages from the childminder about how to behave well. Children learn how some of their actions may affect the safety of their friends, for instance if they throw toys. They learn about different emotions and build the language to express their feelings clearly. Children gain good levels of self-control and show genuine affection for each other and the childminder.

Children have daily opportunities to play and explore outside. They visit local parks and woods as well as play in the childminder's garden. Children enjoy a range of activities that help to build muscles and support their hand-to-eye coordination. They run and jump, carry sand to the mud kitchen and scoop and pour bark and mud as they imaginatively create a pasta dinner for the childminder.

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

- The childminder establishes effective partnerships with parents. She provides parents with regular information about their child's day and the progress they make in learning. She shares ideas with parents about how they may support their child's ongoing learning at home. Parents are positive about the childminder. They appreciate the calm and relaxed atmosphere the childminder creates. They state that their children enjoy coming and that they are well informed about their child's progress.
- Children confidently engage in meaningful conversations with the childminder. They discuss their ideas and the activities they have enjoyed. The childminder introduces words as children play. For example, she describes children's actions as they use toy trucks to 'flatten' the sand mound and 'stomp it down'. This helps children to build wide and expressive vocabularies.
- The childminder is committed to promoting equality and providing children with opportunities that help them to value and respect each other's rights. Children learn to share and take turns. The childminder challenges all stereotypical ideas or behaviour. For instance, she explains that men and women can wear nail varnish and encourages children to respect each other's choices.
- Children are eager to learn and show good levels of concentration. They confidently talk about volcanoes and guess what would happen if they were to touch the very hot lava. Children are keen to share what they know. They use

numbers as they play. For instance, they read the numerals on the kitchen clock and count stickers they use as they create Valentine's Day cards.

- The childminder follows children's lead in play, asking questions and describing their actions. Children develop their ideas and imaginations. For instance, they gather handfuls of grass to sprinkle over the mud pasta as grated cheese.
- Children gain good independence and are keen to do things for themselves. They put on their coats and shoes when it is time to go outside, and wash their hands before they eat lunch. They know why they should cover their mouth when they cough, stating that 'germs are invisible but can make everyone ill'.
- Children are active explorers who show good levels of resilience to persevere when learning new skills or if things go wrong. For instance, children react positively and happily build more sandcastles when they are knocked over.
- Children show an interest in tree roots they can see in the childminder's garden. They remember when they watered plants in the summer months and build on this knowledge as the childminder explains how the roots help plants to grow.
- The childminder does not always recognise opportunities to support children's interest and understanding of mathematical ideas, such as space and measure.
- The childminder ensures required training for safeguarding and paediatric first aid is updated regularly. However, she has not established a targeted plan of professional development to help to enhance her knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training about child protection. She reads childcare magazines and conducts online research to help to keep her knowledge updated. The childminder understands the possible indicators that a child is being abused. She knows what to do should she have any concerns for a child's welfare. The childminder is fully aware of the process to follow in the event of an allegation of abuse against her. She has a good knowledge of wider safeguarding issues, such as the illegal practice of female genital mutilation.

What does the setting need to do to improve?

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

- increase opportunities for children to explore and understand space and measure
- seek further ways to establish a targeted plan of professional development to enhance teaching skills and knowledge further.

Setting details

Unique reference number	EY422459
Local authority	Cambridgeshire
Inspection number	10062068
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 November 2015

Information about this early years setting

The childminder registered in 2011. She operates on Tuesday, Wednesday and Thursday each week, from 8am until 6pm, all year round except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- A number of parents shared their views through written feedback which the inspector took into account.

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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