

Childminder report

Inspection date: 16 March 2020

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 have fun during their time with the childminder, who works alongside another childminder every day. Children participate in a broad range of experiences at the setting and in the wider community. They access a wealth of toys and activities in the well-resourced, purposeful playroom. For example, children dress up and engage in imaginative role play. They choose favourite songs to dance and play instruments to, via an online device. Children learn to swim and feel safe in water, as they attend a weekly swimming session. They make regular trips to the local library, where they learn to use books and enjoy stories. Children choose favourite books to take home, so they can read with their parents and carers.

Children understand how to behave and show respect for each other, as the childminder is a very calm and positive role model. Children play cooperatively together and have formed some very strong friendships. They know they need to share and take turns, particularly when they bring a favourite toy from home. Children have lots of opportunities to practise listening and speaking skills. The childminder skilfully reads stories and gives children the time to talk and to recall previous experiences. The childminder uses ongoing commentary well, correctly pronouncing words which children try to say but find difficult to verbalise.

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

- The childminder has strong partnerships with parents. She provides them with daily verbal feedback and written diaries. This keeps parents informed about what their children have been doing and their daily routine. Many parents speak very highly of the childminder and her co-childminder. They particularly comment that they are 'flexible, accommodating and understanding' and that they 'couldn't recommend them enough'.
- The childminder has good working relationships with local early years settings and schools where childminded children also attend. She works effectively with them by visiting, and sharing relevant information, to help support children's transitions and their ongoing progress.
- Children have lots of opportunities to practise independence skills as part of their daily routine. They know how to put on and take off their shoes. They are learning to put their coats on, without adult support. Children show initiative. Without prompting, they find a cloth and wipe the chalkboard clean, before deciding which chalk to use to draw with. Older children are given additional responsibility as they follow a rota for laying the table at mealtimes.
- The childminder knows the children very well. She uses what she knows to flexibly plan activities which follow their interests. As a result, children have lots of opportunities to engage in range of role play and small-world activities, which are currently a firm favourite. They dress up as their favourite characters, play

cooperatively at the doll's house and confidently count up to 10 and beyond. Children know and name different colours. They even know that colours have different shades, such as dark and light pink, as they pretend to apply make-up.

- The childminder reviews and evaluates her service, which includes seeking the views of parents. As a result, she has reviewed the ingredients of the snacks that she offers, to ensure that these are always healthy for the children. She has plans to provide a more print-rich environment, in order to further support children's literacy skills. She also intends to enhance the resources in her garden, so that children have broader learning opportunities when playing outside.
- Children eat well from a broad range of healthy and nutritious snacks and meals which the childminder provides. Mealtimes are social occasions, where children learn table manners and confidently chat with the childminder as they enjoy their meal.
- The childminder observes children and has begun to assess their progress. However, this is not used to the best effect to check what the children can do, to inform further teaching. The childminder has recognised this and intends to use continuous professional development to enhance her knowledge and practice in this area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding and how to protect children. She has completed mandatory safeguarding training, including training on the 'Prevent' duty. She is aware of wider safeguarding issues, which includes recognising extreme views and aspects of radicalisation. She is knowledgeable about the indicators that might alert her to the fact that a child is being abused or mistreated. The childminder is aware of local safeguarding procedures and how to report any concerns, and has these contact details available should she need to use them.

What does the setting need to do to improve?

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

- improve the use of assessment to more accurately check what the children know and can do. Use this information to better inform teaching and provide parents with the best information about their children's progress
- enhance the learning environment so that it is richer in print, to further support children's literacy skills
- implement plans to improve learning opportunities outdoors, in order to better support those children who learn best outside.

Setting details

Unique reference number	EY553694
Local authority	Cambridgeshire
Inspection number	10145995
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	0 to 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Stretham, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works alongside her daughter, who is also a registered childminder.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector viewed the areas of the home used for childminding. She discussed with the childminder how she plans for children's learning and how the educational programme is implemented.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated this with the childminder.
- The inspector held discussions with the childminder and her co-childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with children at appropriate times throughout the inspection.
- The inspector spoke to a sample of parents and took account of other parents' views through written feedback provided.

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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