

Childminder report

Inspection date: 25 May 2021

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder, responding warmly to her and to the welcoming environment. They are inquisitive and relish opportunities to explore indoors and outside. Children participate in many activities, such as climbing on fallen trees and jumping in puddles, which help develop their physical skills. Children demonstrate good communication skills. They confidently recall activities, and the childminder includes them in discussions about topics that she knows interest them. She speaks clearly to children, checking that they understand her and encouraging them to add words and form longer sentences.

The childminder is aware of the potential effects of the COVID-19 (coronavirus) pandemic on children and families. During each national lockdown, she delivered craft resources and cheerful painted pebbles to each family. This enabled her to keep in touch and helped ease any anxieties when children returned to her care. Children demonstrate positive attitudes and persevere with tasks. For example, young children concentrate as they play with a shape sorter. They work out how to match the shapes and colours, and they show great pride when they complete the activity. Children demonstrate kindness and consideration towards others. They happily share the toys and do not disturb other children when they realise they are concentrating.

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

- Since her last inspection, the childminder has worked hard to raise the quality of her practice. She completes a variety of training and incorporates her learning into her daily work, for example, supporting children further to understand their behaviour. The childminder evaluates her work well and is committed to sustaining the changes made.
- The childminder assesses children effectively and offers them challenging play opportunities that enable them to build on their learning. She acts quickly to close any potential gaps in children's learning. For example, she offers children additional support in interacting with others as she recognises that they have had less chance to develop these social skills during the national lockdowns.
- The childminder is clear about how her activities support children in taking their next steps in learning. For example, children develop control of their hand muscles as they cut fruit. They build on this as they participate in activities where they use other tools, experiencing different textures as they carefully cut other items.
- Children develop their independence skills. For example, older children put on their boots to go outside. However, the childminder does not always encourage them to carry out personal care tasks, such as wiping their nose. She does not consistently help them to understand the reasons for good daily hygiene

practices.

- Parents speak highly of the childminder. They report that she communicates well with them. She explains the activities that she provides, and she offers parents ideas to build on these at home.
- Children demonstrate an enjoyment of books. The childminder reads with creative emphasis. Children giggle as she changes her voice to portray the different characters. They join in eagerly with familiar words, and the childminder explains any new vocabulary, helping to develop their language skills further.
- The childminder reviews her activities regularly. She checks that she is offering children a balanced variety of opportunities that helps to promote their learning and prepare them for the future. For example, daily walks include opportunities to look at the wildlife on a lake and to create artwork using natural resources.
- The childminder extends children's thinking and encourages them to explore further. For example, children develop their knowledge of mathematics as they play with sand. They make models of shapes and slice through these, stating that they now have two halves. The childminder wonders what will happen if they cut the halves again and the children talk about making four quarters.
- Children develop some knowledge of the world around them. For example, they enjoy daily walks and frequent visits to local places of interest, such as a science park. These help them to understand their community. However, they have few opportunities to learn about cultures and lifestyles in the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. She understands how to identify any concerns about children's welfare and to report these to the appropriate professionals. The childminder has a good understanding of the risks associated with extreme views and practices and the effect these could have on children. She appreciates the possible dangers related to the use of the internet and takes effective action to protect children. She talks with children and helps them to understand the safe use of information and communication technology.

What does the setting need to do to improve?

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

- extend knowledge of how to support children in developing their independence and their understanding of hygiene practices
- increase the opportunities that support children's awareness of other cultures, traditions and ways of life, helping them to further understand the wider world.

Setting details

Unique reference number	222763
Local authority	Cambridgeshire
Inspection number	10136787
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	6
Number of children on roll	10
Date of previous inspection	18 December 2019

Information about this early years setting

The childminder registered in 1999 and lives in Cambridge. She operates all year round from 8am to 4.30pm, Monday to Thursday, 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

Kelly Eyre

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in the evaluation of the setting.
- The inspector observed activities and assessed the impact these have on children's learning. She carried out a tour of the premises with the childminder to discuss and to understand how the early years provision is organised.
- The childminder and the inspector reviewed an activity together. Children spoke to the inspector about their activities.
- The inspector talked with parents and took account of their views.
- The inspector reviewed evidence of the suitability of household members.

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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