

Childminder report

Inspection date: 8 June 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

Children have a lot of fun with the childminder. They are able to concentrate on some activities for long periods of time as they benefit from the childminder's interaction in their play. For example, when mixing paint colours, she makes it sound exciting by calling it 'magic'. This encourages the children to explore and experiment with mixing more colours and seeing the changes. Because the childminder makes activities fun, children return to them. After mixing paint with spatulas and brushes, children then use their hands to feel the texture of the materials.

Children demonstrate good levels of confidence. They smile as the childminder takes photographs of their creations, celebrating their achievements. She praises them throughout activities to help them take pride in their learning.

Children behave well. The childminder is a good role model for them and she encourages them to be polite and kind to others. Children ask the childminder to play with them. They are curious and keen to learn. They snuggle up to enjoy reading stories, ask lots of questions and the childminder helps to encourage children's love of books and reading.

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

- The childminder understands how children develop and learn. She knows the children in her care well. She uses the information about what they know and can do to help challenge them in their learning. For example, she uses children's fascination with butterflies to develop their understanding of colour, pattern and mathematical ideas. However, at times she moves on to new learning too quickly, rather than enabling children to become deeply involved in their spontaneous interests.
- Children learn new skills. For instance, the childminder gives clear instructions as they try to squeeze a peg open to hang their painting to dry. She waits while the children take their time to put on their own shoes. This helps encourage children's independence.
- The childminder helps promote children's language and thinking skills through play. She asks a range of questions, some with many possible answers and some that check children's understanding. For example, when children talk about outings, the childminder prompts them to recall some of the things they did. She adds new vocabulary and models the correct speech when children mispronounce words.
- Children explore a range of environments when the childminder takes them out in the local area. For instance, they go to the park to look for insects and to feed the ducks, and to the supermarket and spend time talking about what happens

there. This helps to promote their understanding of the world around them.

- The childminder gathers good information about children and their family lives so that she can understand the experiences they have before they come to her. She uses this to balance the learning activities she provides with their other life experiences. However, at times her relationships with parents focus mostly on meeting children's care needs, rather than supporting parents to extend their children's learning at home.
- The childminder updates her knowledge by sharing information with other professionals and completing training courses. She prepares for upcoming changes by reading new materials and considers how she can improve her practice.
- Children learn about healthy lifestyles and develop their physical skills. They tell the inspector they need to wash their hands because there are germs. They practise moving their bodies by using scooters and going down slides and enjoy physical play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has very good knowledge about child protection matters. She can recognise concerns about children and their families. She updates her knowledge about wider safeguarding concerns, such as the 'Prevent' duty to help her protect children. Additionally, she knows the procedure to report to all appropriate agencies if an allegation is made against herself or a member of the household. The childminder is organised and keeps details of important records to help her to refer concerns without delay. She monitors children's attendance to ensure she considers how to support their well-being overall.

What does the setting need to do to improve?

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

- allow children to more closely follow their emerging interests to help them become even further engaged in their learning
- work more closely with parents to share ideas to promote children's learning at home.

Setting details

Unique reference number	222527
Local authority	Cambridgeshire
Inspection number	10131192
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	3 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 November 2019

Information about this early years setting

The childminder registered in 1994 and lives in Huntingdon. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Elke Rockey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector discussed and observed the learning the childminder provides for the children and evaluated this.
- The inspector took into account views of parents in the form of written testimonials.
- The inspector and childminder evaluated an activity together.
- The inspector looked at relevant documentation, including evidence of the suitability of household members, and policies relating to safeguarding.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021