

Childminder report

Inspection date: 14 June 2021

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| 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 show that they feel safe and secure in the care of the childminder and her assistants. They enjoy their warm interactions and confidently explore the inviting environment. Children say 'I love you' to the childminder. They show a sense of responsibility and form friendly relationships with each other. Children notice when other children's sun hats have fallen off and eagerly return these to them. They are independent and manage their own personal needs with minimal support. Children are curious and keen to learn about life cycles and are fascinated to observe tadpoles emerging from frogspawn.

Children enjoy searching for items on a scavenger hunt during a walk in the countryside. They express their excitement as they see items in the environment that match the pictures on their cards. Children are observant and notice a tractor in a nearby field. They use complex sentences to share their knowledge about tractors and what they do. Children learn how to assess their own risks as they check that the farm gate is stable before climbing up it.

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

- The childminder and assistants are positive role models and work very well together. They share a wealth of information about what children know and can do. Partnerships with parents are strong. The childminder keeps them fully informed of their child's progress. She makes personalised home learning packs that take account of children's interests. Parents are very complimentary about the service that the childminder provides.
- The childminder works in partnership with other provisions that children attend to support their continuity in learning effectively. Successful measures support children who speak English as an additional language to make good progress.
- The childminder regularly evaluates her provision. She engages in professional discussion with her assistants to share ideas and consider ways to enhance the service they provide. The childminder attends regular training and successfully supports her assistants through informal supervision meetings.
- Children behave well. They show that they are fully aware of the childminder's high expectations. Children consistently use good manners and play harmoniously together. Group time is a positive, interactive experience for children and helps them to feel a strong sense of belonging. The childminder's sense of fun motivates children to sing familiar songs. Her effective use of animal puppets and questioning helps children to use their good language skills. They choose which animal they would like to include in the song and talk about where each animal lives. The childminder introduces children to new words, such as 'rooster'.
- Children benefit from being active on daily walks in the local environment. This

also helps to promote their well-being. Children learn about nature, occupations and the wider world. The childminder enhances children's understanding of the role of a farrier as they notice a horse having its shoes replaced. Children discover how binoculars work. They use these to look closely at a group of red kite birds circling overhead. The childminder uses this spontaneous opportunity to help children learn about the birds and introduce them to positional language, such as 'low' and 'high'.

- Overall, the childminder offers good opportunities for children to build on what they know and can do to extend their learning. However, she does not consistently help more able children to extend their early literacy skills. She misses opportunities for them to have a go at sounding out letters on the day of the week sign.
- The childminder provides children with interesting sensory experiences. Children explore the texture of cooked spaghetti and chia seeds soaked in water. They use their hands and small tools to mix the ingredients together. However, the childminder does not always promote children's choices to further develop their critical thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is top priority for the childminder and her assistants. They know how to identify the signs and symptoms of abuse and understand that they have a duty to act, respond and report concerns immediately. The childminder and her assistants understand wider safeguarding issues and the signs that may indicate a child is learning extreme views or ideas and how to report their concerns.

What does the setting need to do to improve?

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

- offer more able children further challenge in their learning to help them to make the best possible progress in their literacy development
- enhance opportunities for children to develop their critical thinking skills, particularly during sensory experiences.

Setting details

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| Unique reference number | EY556737 |
| Local authority | Cambridgeshire |
| Inspection number | 10174760 |
| 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 | 1 to 4 |
| Total number of places | 12 |
| Number of children on roll | 12 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2018 and lives in Caxton, Cambridgeshire. She operates from 7.30am until 5.45pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder works with two assistants. She holds an appropriate childcare qualification at level 3 and receives funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder, assistant and children were joined by the inspector on a walk in the local countryside. She observed the quality of teaching during activities indoors and in the childminder's garden. The inspector assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The childminder and assistant held conversations with the inspector at appropriate times during the inspection. Relevant documentation and evidence of the suitability of the childminder's assistants was reviewed by the inspector.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided and discussed with the childminder how she reflects on the service she provides.

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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