

# Childminder report

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Inspection date: 22 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in the childminder's care. On arrival, they are welcomed by the childminder and settle quickly into the homely environment. Children develop secure attachments to her. She knows the children well and talks confidently about them. The childminder recognises that children may have limited previous social experiences due to the COVID-19 pandemic. She offers flexible induction periods to help them settle into her care. The childminder has a warm and caring nature with children. They seek her out for cuddles and to read them stories.

Children have access to a wide range of resources which they independently access. They gleefully dance and sing as they take part in daily musical activities and follow actions in the songs. Children respond positively to the childminder and are keen to involve her in their play.

Children are learning to recognise their emotions. For example, they use picture books to talk about how the characters are feeling. When children feel tired, they can rest in quiet corners. Children are learning about the importance of staying healthy. For example, they practise good hygiene skills, such as handwashing. Children learn about healthy foods as they help to prepare and cut fruits for snack time.

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

- The childminder effectively plans for children's individual development needs and tracks their learning. She carefully considers each child's starting point and adapts her teaching accordingly. The childminder focuses on children's interests to plan their next steps and engage them in activities. For example, she provides knives with a picture of 'Thomas the tank engine' on the handle for children to use to chop bananas. The childminder initiates conversations about this to support children's communication skills. The childminder takes children to visit the local train station so they can see trains and recall real-life experiences. They also enjoy regular visits to the library and local parks. This helps children to make sense of the world.
- The childminder plans activities to develop children's communication and language skills. She facilitates back and forth conversations by responding to children's questions and ideas. She makes good use of singing songs with the children during routine activities throughout the day, such as handwashing, to teach new vocabulary.
- Children are developing their understanding of personal and social skills. The childminder teaches them to be kind and use good manners. She praises children for their achievements, and all are pleased to join in to sing a 'well done

song' to each other. Children are involved in tidying up. The childminder asks them for their help, and they willingly tidy away the toys. They are encouraged to share and take turns. The childminder is a positive role model and uses a calm manner when finding a solution to conflicts. However, children are not yet being taught how to manage disagreements themselves alongside the support of the childminder.

- Children learn about the world around them. They explore nature and spend time learning about the cycle of frogs as they regularly see them in the garden pond. The childminder is passionate about music and each week they listen to different types of music. Together they create dances and play a variety of musical instruments.
- The childminder develops children's mathematical language during activities. They have fun and laugh as they count how many bean bags they can balance on their heads and how many they pick up from the floor.
- The childminder has strong partnerships with parents. Parents praise the communication they receive from the childminder. They appreciate the photos and diaries shared daily. They comment, 'I have been impressed by the information we have received and how thorough your assessments have been'. Parents feel their children have made great progress and are comfortable to talk to the childminder if they have any concerns.
- The childminder updates her required training to ensure her knowledge and skills remain up to date. She is committed to continuing her own professional development to build on her understanding and support for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities to safeguard children. She has a secure knowledge of the signs and symptoms that a child may be at risk. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. This includes the wider safeguarding issues, such as extremist views and behaviours. The childminder implements policies and procedures effectively to support her good practice. The childminder completes regular risk assessments to manage a safe home environment.

## What does the setting need to do to improve?

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

- develop strategies to teach children to manage social challenges, such as turn taking and sharing.

## Setting details

<b>Unique reference number</b>	EY553303
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10174772
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 2
<b>Total number of places</b>	2
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in St Neots, Cambridgeshire. She operates all year round, from 9am to 5pm weekdays, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Rachael Small

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children during free play and adult-initiated activities. Together, they completed a joint observation.
- The inspector sought the views of the parents through discussion and written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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