

# Childminder report

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Inspection date: 26 May 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. They enjoy their time in the friendly and homely atmosphere provided by the childminder and her assistant. Children demonstrate that they feel safe and secure. For example, they enjoy cuddles with the childminder and her assistant. Children look to them for reassurance and to invite them to join in their play. Children receive lots of praise and encouragement. They enjoy the 'high five' for their individual efforts when they say the names of shapes that are printed on laminated sheets. Children are encouraged to share and consider the needs of their friends. For example, they are reminded to share the construction bricks. Children are mostly confident and readily choose what they want to play with.

Children know what happens next throughout the day. For example, they know that after their yoga exercises, they go outside to play. Children readily demonstrate the poses. The childminder and her assistant are actively involved in the children's play and learning. They chat to the children and support their developing vocabulary. Children have a positive attitude to learning. They are helped to be independent, putting on their own shoes before going outside and washing their own hands before eating.

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

- The childminder talks confidently about the children in her care. She knows where they are in their learning and what she needs to do to support their continuing progress. The childminder provides children with a varied range of activities that build on what they already know and can do. Children develop the key skills needed to be ready for school.
- The childminder and her assistant respond positively to children's changing interests. They recognise when children tire of an activity and readily move on to something else. For example, when children tire of playing with dough, the childminder brings out small-world animals that have been taped to trays. She invites the children to 'rescue' the animals, supporting the development of the muscles in children's hands and fingers.
- Children enjoy the activities provided and play happily alongside their friends. However, the childminder does not always organise activities to ensure that younger children are fully included. For example, babies sit in highchairs for snack and are left in there when other children have gone off to play. At mealtimes, younger children are put in highchairs away from the main table.
- The childminder helps children to learn about the wider world. Children are taken on outings into the local community, visiting the post office, shops and bank. They have made a card for the Queen's platinum jubilee and the childminder intends to take the children to visit the post office to post it.

- The childminder responds positively to the babbles and gestures of babies. Older children are encouraged in conversation and the childminder promotes their developing speech and vocabulary. However, she sometimes overlooks opportunities to further promote children's thinking skills. The childminder tends to provide children with answers before they have had time to think and express their own responses.
- The childminder and her assistant are good role models. They are calm and gentle with the children, treating them with genuine regard. Children follow clear, consistent boundaries and behave well. Babies fall asleep, snuggled in the arms of the assistant.
- The childminder demonstrates positive partnerships with parents. Written testimonials from parents demonstrate the high regard they have for her and her assistant. Parents describe the childminder as 'well organised, always helpful and flexible with a can-do attitude'. They appreciate the 'home-from-home' environment. Parents are happy with the good levels of communication that keeps them fully informed about their children's day and learning.
- The childminder reflects on the service that she provides. She is aware of the strengths of her setting and what she wants to improve. The childminder monitors the work of her assistant and offers advice and guidance to improve her practice further. They are both committed to their own professional development, to the benefit of the children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good awareness of the indicators of abuse. They talk confidently about what would make them concerned that a child is being abused or is at risk of abuse. The childminder and her assistant have completed training in local safeguarding procedures, to ensure that they know how to report concerns in a timely way. They have also completed training in wider safeguarding issues. This helps to ensure that they are able to recognise and support vulnerable families who may be at risk from extreme behaviours and views.

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

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

- review how activities are organised, to ensure that younger children are always fully included
- give children time to think and respond to questions.

## Setting details

<b>Unique reference number</b>	EY563497
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10191306
<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>	0 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Cambridge. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She works with an assistant.

## Information about this inspection

**Inspector**  
Jacqui Mason

## 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 inspector and the childminder held a discussion to understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of the assistant and all household members, and the qualifications of the childminder.
- Children spoke to with the inspector during the inspection.
- Parents shared their views of the setting through written testimonials.

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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