

# Childminder report

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Inspection date: 25 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

The childminder is caring and offers a nurturing environment where children feel safe. Children form close bonds with the childminder and enjoy their time in her care. They smile and laugh as they play. Secure relationships ensure that the childminder can meet the children's emotional needs. Cuddles and reassurance are always on offer. Children are well cared for through the childminder's calm and attentive approach. Parents report that their children 'simply adore her'. Children are settled as they play in this cosy, home-from-home setting.

Children have ample opportunities to learn about the world they live. During daily walks and time in the garden, children hold insects in their hands and investigate nature. They spend time listening to the sounds around them and talking about what they can see. These real-life experiences support children's emerging communication skills. For example, young children say 'green bush' as they notice the natural world. Children enjoy trips to the library, where they choose books by themselves. The childminder helps them to find books which are related to recent events in their lives to enhance their understanding.

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

- Songs and stories play an essential role in the setting. The childminder incorporates stories and songs into activities to extend the child's experience and deepen their understanding. For example, she sings 'Polly put the kettle on' while modelling how to make a cup of tea and the child copies. Children have fun listening to songs that relate to their activity. There is a book for every child's interest for them to look through. This encourages a love of reading and prepares them for their future. The childminder tells stories, using engaging voices that capture the child's attention. Children independently choose books and snuggle up on the childminder's lap to listen as she reads.
- The childminder has a good understanding of how to promote children's language development. During activities, she narrates what is happening to extend their language skills further. The childminder is confident in using her interactions to enhance children's learning. She models language. She repeats words back and adds one more word, such as 'more please' when a child says 'more'. Early language skills are supported well. The childminder highlights key words clearly and slowly and encourages children to copy her. For example, children point to pictures in a book, and she names them. Parents praise the childminder for her contribution to children's language development.
- The childminder supports children's independence throughout their daily routine. She encourages children to do things for themselves while offering support when needed. For example, children wash their hands as the childminder provides gentle instructions. The childminder carefully plans opportunities for

children to build on their emerging skills. For example, she provides lots of filling and pouring activities. Through play, children progress to successfully pouring their own drinks.

- The childminder has high expectations for behaviour. Children benefit from role modelling that helps them to learn what is acceptable. The childminder supports children in managing their behaviour through reminders and explanations. For example, she reminds children why they should not throw toys and provides a ball instead, which deepens their understanding of the rules. The childminder identifies what can trigger certain behaviours and quickly distracts children.
- Before children start, the childminder obtains information from parents. She spends time observing children and getting to know them well. The childminder uses her knowledge of children to plan individual next steps. A range of adult-led and child-initiated activities help children to build on what they already know or can do. The childminder informs parents about their children's learning. Parents are happy with the information they receive and report that children make good progress. However, the childminder has not established partnerships with other settings the children attend, to ensure that there is continuity in children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The areas that children have access to are safe and secure, which enables children to move about the space independently. Stairgates and cupboard locks are used to keep children safe. Doors are kept locked to keep unwanted visitors out. The childminder understands her responsibilities in child protection. She knows how to seek support if she needs advice and how to identify signs and symptoms that may indicate abuse. The childminder attends mandatory training, such as first aid. She has an understanding of wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation.

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

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

- build partnerships with staff at other settings children attend, to ensure that there is continuity of care and learning for those children.

## Setting details

<b>Unique reference number</b>	2527470
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10215075
<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>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Cottenham, Cambridge. She operates all year around from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides overnight care.

## Information about this inspection

### Inspector

Jody Taylor

### 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 she ensures 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 the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.

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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