

# Childminder report

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Inspection date: 22 June 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 enjoy their time with the childminder. They demonstrate that they feel safe and secure as they interact confidently with her and huddle together to read books and sing songs. Children show a great deal of concentration as they listen carefully. They delight in joining in with repeated refrains and recalling key parts of the familiar story 'We're Going on a Bear Hunt'. Young babies enjoy joining in too and become thoroughly involved when singing traditional nursery rhymes, vocalising sounds and learning actions. Furthermore, babies fully immerse themselves in sensory activities provided by the childminder, such as investigating the grainy properties of blended cereals. All children relish playing together. The childminder adapts the activity to cater for the interests of the older children by adding water and toy dinosaurs. Children learn new words linked to texture.

The older children develop a good sense of independence and help the childminder with everyday tasks. For example, they assist her in preparing snacks and activities. Children are learning to share. They are kind, caring and considerate towards each other and play cooperatively together. Children demonstrate good manners and regularly say 'please' and 'thank you'.

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

- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that, after the national restrictions, some children need support with developing their social skills. The childminder recognises that children benefit from social interaction and plans experiences to support this. For instance, they attend stay-and-play sessions within the local community to enable children to mix in larger groups.
- Children are becoming confident communicators. For example, children readily engage in back-and-forth conversations with the childminder about previous events. The childminder repeats any mispronunciation of words correctly. Therefore, children are hearing and learning how to say words properly. Furthermore, the childminder introduces new words during their play, such as 'carnivore', to increase children's vocabulary and understanding.
- Parents are extremely satisfied with the setting. The childminder obtains children's starting points from parents so she can plan for children's learning from the very beginning. She offers 'family days' for parents to involve them in their children's education and strengthen relationships further. Parents comment about the progress their children have made and that they 'couldn't ask for a more wonderful setting' for their children to attend.
- The childminder is a good role model and regularly praises children for their efforts. Children behave well, follow instructions and help to tidy up. They are

developing strong listening and attention skills. For example, children concentrate and sit for prolonged periods of time during adult-led activities.

- Children enjoy the freedom of free-flow access to the outdoor garden. This helps to promote their good health and develop their physical skills. Additionally, the childminder encourages children to thoroughly wash their hands independently before mealtimes.
- Children develop early mathematical skills as the childminder encourages them to test out ideas. For example, they add water to the blended cereal in order to make sandcastles and other shapes.
- The childminder plans a curriculum and knows what skills she wants children to learn. For example, she focuses on teaching children independence skills in preparation for school, such as dressing themselves and encouraging them to ask for help when necessary. However, the childminder's curriculum is not precisely focused enough on the learning intentions for children during planned activities.
- The childminder undertakes mandatory training to keep her knowledge current and up to date. However, she has not focused on identifying professional development opportunities to extend her teaching skills and improve children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about all aspects of child protection. She understands the signs of abuse and additional areas relating to safeguarding, such as radicalisation. The childminder is clear about her responsibilities to protect children from harm and knows the procedures to take should she have any concerns. The setting is secure and the childminder supervises children well to ensure they are safe as they play. The childminder teaches children about personal safety. For example, she reminds them to cut their fruit in half to prevent any choking incidents.

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

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

- expand curriculum planning further to ensure the learning intentions for each child are clear, especially during planned activities
- identify professional development opportunities to strengthen existing knowledge and enhance the quality of teaching to a higher level.

## Setting details

<b>Unique reference number</b>	2545133
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10215517
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives near March, Peterborough. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Marie Walker

## Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Children spoke to the inspector about their time spent with the childminder.
- The inspector spoke to parents during the inspection and read written feedback to gather their views.
- 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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