

# Childminder report

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Inspection date:

27 July 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

The childminder has not ensured that all information about household members has been provided to Ofsted. This means that checks have not been completed to confirm their suitability. Despite this, children feel safe and settle well. They develop close emotional attachments to the childminder. They comfortably cuddle up in her arms and fall asleep. Children seek the childminder out for reassurance and to invite her to join in their play. She considers their interests when planning and providing activities. Overall, she teaches well, and children show a positive attitude to learning. For example, they are beginning to spontaneously count the number of toy cars when they line them up.

Children behave well. They are able to access toys independently. The childminder ensures that her resources are suitable for the age of the children attending. She chats to children as they play, providing a running commentary and introducing new vocabulary. Children readily repeat back unfamiliar words. The childminder helps them to recognise the names of parts of the body, such as their nose, mouth and ears. Children readily point to their facial features. They enjoy singing and readily try to join in with familiar songs and rhymes.

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

- The childminder has not provided Ofsted with the required information so that suitability checks for household members can be completed. However, unvetted persons are not on site when children are present, which helps to assure children's welfare.
- The childminder knows the children well. She is aware of where they are in their learning and development, and what she needs to do next to support their continuing progress. She considers the next steps in their learning when planning activities.
- The childminder is actively engaged in the children's play. However, she does not encourage children to concentrate on one activity at a time. She tends to keep introducing new activities and resources, not giving children time to use or enjoy them. Despite this, children make good progress and develop the key skills needed to be ready for school.
- The childminder does not always reinforce children's growing awareness of keeping healthy through personal hygiene routines. Despite this, she follows children's established routines for feeding and sleeping, promoting continuity of care. Children have daily opportunities for exercise and fresh air. They enjoy outings and learn about the world around them.
- Children become confident communicators. The childminder promotes their speech and language skills well. She asks questions and gives children time to process what she is asking. She waits patiently while children decide what they

want to say.

- Children know what is expected of them and respond positively to the consistent ground rules. The childminder demonstrates genuine care and concern for the children. She praises their individual efforts and good behaviour, promoting their self-esteem and confidence effectively.
- The childminder builds positive partnerships with parents. She keeps them informed about their children's day, through verbal feedback and electronic communication. Parents describe the childminder as 'warm and caring'. They are happy with the level of care and learning provided for their children. They state that they are encouraged to continue to share what they know about their children and remain involved in their children's learning.
- The childminder is enthusiastic about her professional development. She regularly meets with other childminders. They share changes to legislation and good practice guidance. The childminder maintains mandatory training, such as paediatric first aid, to the benefit of the children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date through regular training. She is aware of the indicators of abuse and knows how to report concerns in a timely way. This helps to ensure that children's well-being is protected. The childminder has completed training in safeguarding issues, such as the 'Prevent' duty. She understands her responsibility to identify and support vulnerable families and children. The childminder carries out regular risk assessments to check that her premises and equipment are safe for children.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
inform Ofsted of the names of all household members so that necessary suitability checks can be carried out.	29/07/2022

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

- develop teaching and the presentation of activities to better support children's learning and their ability to concentrate
- support children's growing awareness of the importance of consistent hygiene practices.

## Setting details

<b>Unique reference number</b>	222987
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10231704
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	21 September 2016

## Information about this early years setting

The childminder registered in 1999 and lives in Cambridge, Cambridgeshire. She operates all year round on Tuesdays and Wednesdays, from 8am to 5.30pm, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jacqui Mason

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector held a discussion to help the inspector understand how the early years curriculum is organised in the setting.
- 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 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 all household members and the qualifications of the childminder.
- Children spoke to the inspector during the inspection.
- Parents shared their views on 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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