

Childminder report

Inspection date: 30 August 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children arrive happy to be at the childminder's and are eager to begin playing. They choose what they want to play with from a range of resources and toys that the childminder has selected for them. Children are excited to create pictures for their families using small tools, glue and other items set out for them. This allows them the freedom to express themselves and stimulates their imagination.

Older children are developing their concentration. They spend time engaged in creating imaginative structures with small bricks and through the use of a manual, they also make complex vehicles. Younger children explore the play kitchen alongside the childminder, taking a particular interest in the play food and items that make noises, such as bells. The childminder introduces the use of a play knife to cut toy pizza to extend play and interest.

Children appear confident and seek comfort and praise from the childminder when they do something they are proud of. The childminder is extremely encouraging of the children and it is clear that they have a strong bond. For instance, children go to the childminder for cuddles when playing or for reassurance, which helps them to feel cared for and supports their self-esteem.

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

- The childminder is positive, friendly and has a good awareness of children's individual needs. She knows their interests and can recognise and adapt to these throughout the day. For example, the childminder notices when children become restless. She redirects their energy and attention through the introduction of new games, such as puzzles and construction toys to build a vehicle, or time out in the garden to play and explore. This helps to refocus energy and concentration.
- The childminder interacts well with the children. She is patient and encouraging, particularly around feelings and expressing these. For example, the childminder asks how children are feeling during cuddles and talks to them in a positive way about how well they are doing during activities and how proud their parents will be of them.
- The childminder has clear expectations around behaviour and regularly discusses this with the children, telling them that she is proud of the good behaviour she has seen as it happens during the day. Reward jars are used with older children as a way of encouraging their good behaviour further. Beads are added each day, resulting in a prize if the desired amount are collected by the end of the week.
- Children develop a good awareness and appreciation of diversity and inclusivity. This includes the celebration of different cultures through a range of activities

and discussions. For example, children create rangoli patterns and add lights to their designs outside when it gets dark to learn about Diwali. They bake cakes together to celebrate one another's birthdays.

- The childminder recognises that speech and language, and the development of these, are extremely important. To support this, the childminder reads stories, looks at books, demonstrates language and ensures she spends one-on-one time with the children. She also sings songs with actions and attends the library each week to further learning opportunities. However, children's next steps in their development in other areas of learning are not as focused, to ensure the highest level of support to children.
- Parents are happy with the communication they receive about their children. In particular, they make reference to the progress that their children are making with their physical development while at the childminder's. Parents also appreciate artwork that is made with the childminder and enjoy taking this home to display. Parents share useful information about their children with the childminder, which she uses to plan for their care. However, the childminder does not share children's next steps in learning with parents to further support continuity.
- The childminder works closely alongside parents, particularly with those who have children who speak English as an additional language or who are bilingual. However, while the childminder has good links with parents, she has not yet developed links with professionals to pass on information about children that are in transitional stages or who are sharing care.
- The childminder is able to identify her own strengths and areas for improvement and, alongside this, also continues to identify new training ideas. The childminder has attended relevant training to support her professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows a good awareness of her safeguarding responsibilities to the children. The childminder demonstrates a good understanding of how to keep the children safe and who to report any concerns to. She has the relevant contact information in case she needs to make a referral to the local authority safeguarding partnership.

What does the setting need to do to improve?

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

- develop links between professionals to ensure important information is passed on for those children that are in transitional stages, who may need extra support, or those who are sharing care

- place a greater focus on children's next steps in all areas of learning and share information about these with parents to enhance the progress children make.

Setting details

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| Unique reference number | 2520153 |
| Local authority | Cambridgeshire |
| Inspection number | 10231987 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 5 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2019 and lives in Cambridge. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Aimee Dillard

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 inspector viewed the premises, including the garden.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to and communicated with the inspector during the inspection about what they enjoy doing while with the childminder.
- The inspector observed interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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