

# Childminder report

---

Inspection date:

9 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

Children are happy and settled. The environment is homely and welcoming, which helps children to feel confident and comfortable. Children interact well together and share and take turns during their play. Children quickly become captivated in imaginary play with small-world figures. They play with toy cars and a garage, actively moving the transport from one level to another using the lift as well as landing the helicopter on the helipad. The childminder uses this opportunity to promote children's understanding of colour, counting and mathematical language.

The childminder completes regular observations and assessments to recognise children's achievements, identify their next steps in learning and track their ongoing progress. She effectively promotes children's communication and language skills through play and conversation. For example, when children explore the tastes and smells of fruit and herbs, the childminder introduces new words, such as 'kiwi' and 'thyme', as well as talking to the children about the home-grown tomatoes, to improve children's knowledge.

Mealtimes are enjoyable experiences in which all the children come together to eat. Children are provided with a range of healthy snacks and water, which they independently pour. The childminder talks to the children about the blueberries and raspberries they eat, to provide opportunities for them to learn about keeping themselves healthy.

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

- The childminder has a clear idea about what she wants children to learn to prepare them for their next stage in learning. She builds on children's prior skills and knowledge. The childminder carefully selects resources to set up for children. This enables children to become deeply involved and engaged in activities. Children lead their own learning incredibly well. They show high levels of focus and concentration in their play. For example, they use pipettes to very carefully transport water from one container to another.
- The childminder uses information she gathers through observations of children to provide meaningful experiences, helping to extend their learning further. However, this is not always linked to home learning, meaning there is a potential for missed learning opportunities for the children.
- Children benefit from different learning experiences available within the provision and local community. They regularly visit the local church group and swimming pool. This means they can socialise with other children, and their well-being is enhanced from access to fresh air and physical exercise outside. Children also enjoy caring for the childminder's rabbit, 'Snow White'.
- The childminder helps children to develop good communication and language

skills. She reads a variety of stories to children and teaches them new words. The childminder listens to children's comments and questions children effectively to enhance learning. She follows the children's lead in their learning. For example, when the children spontaneously sing 'Incy Wincy Spider', the childminder takes the opportunity to extend learning further.

- Children are very independent in this setting. They enjoy choosing what they want to play with. Children proudly attend to their own personal care needs. They wash their own hands before mealtimes, with the childminder's support if needed.
- The childminder has a consistent approach to managing behaviour. She offers praise and encouragement during activities, which promotes children's confidence and self-esteem.
- The childminder is reflective about her practice. She has attended a range of additional training to develop her skills and knowledge. The childminder has plans to engage in further professional development to help her meet the needs of the children in her care.
- The childminder has strong links with the local pre-school. When children attend the pre-school, the childminder meets with the manager and shares information about children's learning and progress to help to ensure a consistency of care.
- Parents speak highly of the childminder. They comment that their children happily attend and talk at home about what they have done during the day. Parents feel that they are kept well informed about their children's time in the setting. They feel that their children make good progress in their learning at this setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe from harm. She keeps her child protection training up to date. The childminder is aware of the indicators that may suggest that a child is at risk of harm, and she is confident with the procedure for reporting any concerns she may have. She is confident about the procedures to follow if an allegation is made against her or a member of her household. The childminder keeps her paediatric first-aid qualification up to date so that she can appropriately act if a child becomes unwell or has an accident.

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

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

- enhance opportunities to further develop children's home learning to support each individual child's needs.

## Setting details

<b>Unique reference number</b>	258054
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10234460
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	5 October 2016

## Information about this early years setting

The childminder registered in 1995 and lives in Stretham, Cambridgeshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Alex Harris

### 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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during the inspection and considered the impact this has on the children's learning.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision is organised. The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder during the inspection about the views of parents and took account of their written feedback.
- The childminder and the children spoke to the inspector at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate and public liability insurance.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022