

# Childminder report

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Inspection date: 5 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children at the setting are happy and very settled. They demonstrate strong relationships with the childminder and show they feel safe and secure in the environment. All children are offered an individual settling-in plan to ensure that each child and their family feel happy and comfortable in the setting. For example, some children are provided with home visits to help them build a strong relationship with the childminder before attending the setting. More-confident children are offered sessions with parents.

Children behave very well. They share resources and are respectful of each other. The older children encourage others to copy them or to join in with their play. They demonstrate independence with cutting up their own snack and getting themselves ready to go outdoors. Children confidently ask for help and turn to the childminder when they need support.

Children are provided with a language-rich environment. The childminder uses clear language and introduces new vocabulary during play. When reading a story, a young child points to a picture of a face. The childminder's assistant introduces emotions and feelings. He comments 'sad', using facial expressions to support this feeling. This introduces children to new words and develops their language skills, which prepares them for learning through an ambitious curriculum.

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

- The childminder and her assistant are responsive and caring. They respond to children's needs effectively and promote children's emotional security, which helps them to feel safe while in their care. Relationships with all children are sensitive and compassionate, and the youngest children are supported well throughout the day. They are talked through daily routines, such as nappy changes and mealtimes. All children are given choices throughout the day.
- The childminder develops strong partnerships with parents. She shares regular updates to ensure that they work together and children progress at the setting and at home. Parents are provided with daily updates regarding their child's care and activities for the day. This is provided during the day and also face to face during collection times. Written reports are provided for parents which outline children's development and what they are learning.
- The childminder and her assistant are enthusiastic and supportive. Children listen attentively and enjoy adult-led activities, such as reading a story and singing at group time. They concentrate and engage well, displaying a positive attitude to learning. Children are eager to join in when they hear the childminder begin an activity. They show motivation to learn. However, group activities can sometimes be too long. Therefore, children lose concentration and are easily

distracted by their surroundings. Furthermore, sometimes, the childminder does not use opportunities to follow children's lead and extend their learning when children offer information to her.

- Children develop strong attachments with the childminder and her assistant. The childminder is very aware of the importance of attachment and provides each child with a unique settling-in process. The smooth transition that is provided for children is dependent on the family's needs. She ensures that strong relationships are built with the child and their parents. This provides a safe environment to enable them to learn and progress.
- The childminder provides a curriculum that is tailored to the children's needs. She takes into account the children's past experiences and ensures that all children have the experiences they need for their future. Children are given opportunities to develop social skills at groups they regularly attend. They enjoy making new friendships outside of the setting, which promotes the personal and social skills the children need to develop further. Children also attend local parks and learn about their local community.
- Bilingual children attending the setting are well supported in English and additional languages. The childminder and her assistant both speak additional languages, and they use these skills to support children with their language and communication development. Children are given an environment where they can develop their language rapidly, and effective practice ensures that all children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a wide safeguarding knowledge, which enables them to keep children safe in the setting. They both access regular training to ensure that their knowledge is up to date. The childminder is confident in recognising the possible signs of abuse and neglect. She is able to discuss a robust procedure for recording and reporting any safeguarding concerns, including wider safeguarding concerns, such as radicalisation and county lines. The childminder and her assistant provide ongoing risk assessments of the setting and daily activities to provide children with a safe and secure environment.

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

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

- recognise more opportunities to extend children's learning further, particularly when they offer information during activities
- improve the organisation of group times and adult-led activities to ensure that all children are highly engaged and focused.

## Setting details

<b>Unique reference number</b>	EY433695
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10235588
<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 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	18 November 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Cambridge. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides funded early years education for two-, three- and four-year-old children. She works with one assistant.

## Information about this inspection

### Inspector

Vikki Reynolds

### 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 and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation during a group activity.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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