

Childminder report

Inspection date:

16 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy self-chosen play and show they are happy in the childminder's care. There are resources and toys that stimulate their interest. Children have a positive relationship with the childminder. They seek her attention and encourage her to join in with their play. Children have fun playing with each other and engage in cooperative play. They play hide and seek, finding imaginative ways to hide behind toys. Children join in with counting and hiding their eyes to join in with the game. Children improvise with small-world toys of their favourite characters. They show how the back of the car opens to reveal a ramp. Children show how the wheelchair goes up and fits in the back of the car.

Children like to look at books independently and know how to handle them carefully. They have access to a wide variety of information and storybooks. Children who speak more than one language are supported with their home language. They choose books when invited. However, children are easily distracted away from singing activities or reading stories when they are one to one with the childminder. Children's potential is restricted due to missed teaching opportunities of extending some learning further.

Children follow rules and expectations. They behave well and use good manners. They clean their teeth daily after lunch, which promotes an early awareness of good oral hygiene. Children are independent with most everyday routines. They do help to cut up their own snacks on occasions, wash their hands and help put on their own coats. However, independence is not consistently promoted by the childminder at other times.

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

- Children are cared for in a cabin in the childminder's garden. This has running water, a toilet and kitchen facilities. Children access all areas of the cabin and the attached, secure garden for play. Daily risk assessments are carried out. However, this does not include the kitchen area, to ensure that potentially harmful items are kept out of the reach of children. The childminder takes the children out on regular visits to parks and in the local community for wider experiences.
- Children explore mark making in the tray outside. They use their hands and toy dinosaurs to make patterns. They choose which colour paints to have in the tray and explore tools to mix the colours together. The childminder models how to post the stones down the tubes and the children have a go, watching eagerly for them to fall from top to bottom. There is a mud kitchen, soil and sand to explore outside. The children count during play and numbers are visible in the learning spaces. Children have adequate space to explore and practise their physical skills

on the slide and trampoline.

- The childminder is aware of being reflective about her practice. However, she has not updated her knowledge to show how she meets current requirements. The lack of knowledge has an impact on her role to best help children to reach their full learning potential. The childminder has not kept up to date with changes to the 'Statutory framework for the early years foundation stage'. This area of leadership and management requires improvement to move the practice forward.
- The childminder talks with children and asks some open-ended questions. New vocabulary is introduced through books and games. On occasions, the childminder does not repeat the correct pronunciation of words, which does not best support children's progress in their communication and language development. Children enjoy looking at information books about dinosaurs. They imitate the noises of dinosaurs and point out their features. The children use their imagination in their play to develop their own games. They talk about home experiences and can recall routines. Children talk about road crossings. When the childminder asks, 'What happens when the light flashes green?' children reply, 'You can go.'
- Parent partnerships are good. Parents praise the childminder for her care and kindness. They are happy with the care the children receive. The home-from-home environment provides a range of activities. The childminder provides information about children's progress and communicates well with parents. The childminder works with other professionals and childminders. They regular meet to take part in joint activities and social-play experiences. Children move on to the next stages of their education with some progress. However, the quality of the curriculum requires improvement to raise standards of education and teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has knowledge of how to keep children safe from potential abuse. She knows the possible behavioural changes that can occur. The childminder follows the local authority guidance for reporting any concerns. She is aware of radicalisation and county lines. The childminder takes appropriate precautions when taking children on outings and has completed risk assessments. She has attended relevant training to ensure her knowledge of child protection and safeguarding is up to date. The childminder can identify situations where she would need to protect children in emergency situations. Children are aware of road safety and how to keep themselves safe on outings.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
update skills, knowledge and understanding of the updated early years foundation stage requirements and inspection framework judgements to inform the improvement of the overall curriculum, teaching and early education.	31/12/2022

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

- repeat and use the correct pronunciation of words to encourage children to develop their speech and language skills further
- extend the range of daily risk assessments already in place, to ensure it includes the kitchen so that this remains a safe space for children.

Setting details

Unique reference number	222767
Local authority	Cambridgeshire
Inspection number	10234373
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 March 2017

Information about this early years setting

The childminder was registered in 1998 and lives in Royston. She operates all year round, between the hours of 7.30am to 5.45pm, Monday to Friday, except bank holidays and family holidays. There are early years funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Clutterham

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 viewed all areas of the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed the curriculum offered and the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents provided the inspector with written feedback.
- 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022