

Childminder report

Inspection date: 12 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enjoy their time in the care of this enthusiastic childminder. They enjoy making use of freely available writing and drawing equipment. As children draw, they recognise colours and talk about the marks they are making. They know where to hang pictures to dry and understand the importance of putting lids back on painting pens.

Children are developing a love of books. They listen intently as the childminder reads stories to them in a cosy and engaging way. The childminder and children talk about the pictures and discuss which is their favourite dinosaur and why. When characters in stories are sad, children recognise this and talk about their own feelings. During their imaginative play, children talk about characters from favourite stories, weaving them into their games. Children regularly visit the local library and choose new books to bring back to the setting.

Children play well together. The childminder is consistent and proactive in supporting children to learn to take turns and share. Children regularly say 'thank you' to the childminder and each other without being prompted. They are developing age-appropriate independence. The childminder gives children the time they need to wash and dry their hands successfully, reminding them of the need to pull their sleeves up.

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

- The childminder recognises the impact the COVID-19 pandemic has had on children's confidence in social situations. As a result, she provides lots of opportunities for them to experience being in larger groups. She makes use of a local toddler group and regularly meets up with other local childminders. Children take part in local community activities, such as tree decorating for Christmas and Easter.
- The childminder demonstrates a good understanding of the abilities and interests of children in her care. She carries out statutory assessments of their progress and, overall, provides a curriculum that supports their learning across all areas. However, the childminder does not always refine her curriculum planning to the highest level so that activities are even more precisely tailored to build on what children already know and can do.
- Children are developing an age-appropriate understanding of mathematics. As they play with spaghetti, children know which are the longer and shorter pieces. The childminder encourages the children to count as they build towers. Children talk about numbers and start to hold up their fingers, imitating the childminder's visual learning cues.
- The childminder engages with children during their play. She encourages them

to recall past events. The childminder provides both verbal and practical support when children come across challenges. However, at times, the childminder provides too much information or asks too many questions, which overwhelms the children. As a result, occasionally, children move on from activities and miss opportunities to become deeply engaged in their learning.

- Children have lots of opportunities to be physically active. They regularly visit local parks and enjoy digging for worms on the childminder's allotment. During activities away from the house, the childminder helps children to learn to keep themselves safe. She encourages them to look for cars before crossing the road and talks to them about stranger danger.
- The childminder supports children to develop a love of nature. They spend lots of time outside, feeding the ducks and visiting local horses. On the childminder's allotment, children help to plant onions and cabbages. Children regularly go on nature walks around local lakes. They collect leaves and twigs and notice the changes in the seasons.
- The childminder is reflective in her practice. She regularly reads professional articles to help extend her knowledge, and she has introduced new resources to support children's learning. The childminder also completes regular short courses. However, she has not yet fully embedded her new learning into her day-to-day practice to ensure that she is providing the very best teaching and learning environment for children.
- Parents are complimentary about the childminder. They feel actively involved in their children's learning and talk about the progress their children make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She is clear about the importance of accurate record-keeping and knows who to contact if she has concerns about the welfare of a child. The childminder regularly updates her child protection training, including around wider issues, such as radicalisation. The childminder demonstrates a good understanding of the action to take if an allegation is made against herself or a household member.

What does the setting need to do to improve?

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

- refine the planning of the curriculum so that all activities precisely build on what children know and can do to the very highest level
- embed knowledge gained from recent training, to enhance engagements with children so that they are always receiving the highest support for their ongoing learning.

Setting details

Unique reference number	EY462943
Local authority	Cambridgeshire
Inspection number	10236186
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	2 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 February 2017

Information about this early years setting

The childminder registered in 2013 and lives in Hemingford Grey, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julia Sudbury

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 her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable. She spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

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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