

Childminder report

Inspection date: 12 January 2023

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

The provision is good

The childminder provides a comfortable and inviting environment where children settle quickly. Children show positive relationships with the childminder. They demonstrate that they feel comfortable and secure, cuddling up to her when they feel shy and a little wary of new people. Children are familiar with the layout of the main play areas, and independently choose their own toys and activities. They select toys and transport them to open spaces to explore. For example, they make it known they would like to move the large slide from the playroom to the living room. Children go up and down the equipment in different ways, being supported to safely take risks.

The childminder promotes children's understanding of equality and diversity. She carries out age-appropriate activities with the children. For example, they take part in activities associated with different events, such as Remembrance Day. Children help to make poppies and paint stones. The artwork is on display locally for the children and their community to enjoy. On outings in the local environment, the children talk about what they see. This promotes a sense of belonging and children feel valued.

Children enjoy a wide range of well-planned activities outside the setting. These include trips to the park, toddler groups and woodland walks. Consequently, these activities help children to develop many skills. The childminder meets with other childminders and their children, widening their social networks. They learn to engage with people of all ages in their local community.

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

- Children enjoy focused activities with the childminder. She helps to build on children's physical skills as they play with balloons and pumps. Children develop their motor skills as they embrace the challenge of blowing up the balloons, pushing hard on the pump. Children develop hand-to-eye coordination as they see how high they can throw and catch the balloons.
- The childminder has a good knowledge of child development. She is aware of the different stages in children's learning, and provides activities to support their progress. However, occasionally, during group activities, she does not notice where adaptations are needed in her practice to ensure that all children remain fully engaged.
- Children develop good speech and language skills with the childminder. She uses the correct pronunciation of words and skilfully introduces new vocabulary. During 'cooking' role play, the childminder supports children's language development by naming different foods and utensils.
- The childminder has built good relationships with parents. They speak highly of

the childminder, stating their children feel 'safe and secure' within the setting. Parents are kept informed about their child's development and next steps during thorough daily handovers. The childminder is proactive and identifies how to further develop children's learning at home. Parents comment that the childminder is 'everything we could hope for and more'.

- The childminder supports children to follow suitable hygiene routines. She reminds children to wash their hands before food and after going to the toilet. Children are shown respect. For example, during intimate-care routines the childminder asks children if she can check their nappies. This supports children's personal, social and emotional development.
- The childminder promotes healthy eating. Children are learning which foods are good for them, and about those that are high in sugar and salt. The childminder has a good understanding of children's preferences, and this helps to promote their health and well-being.
- The childminder reads to the children during the day and encourages their love of books by attending story telling workshops. She engages children by using a range of voices and interactions. The childminder asks children questions when reading stories to develop their language skills. However, she does not always use open-ended questions to extend children's learning and thinking further.
- The childminder understands the importance of developing her practice. For instance, she ensures she receives regular updates about the early years foundation stage to help her to improve the service she provides to children and their families. She works closely with other childminders, sharing ideas and offering support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She knows the signs and symptoms to look for and what actions to take regarding the welfare of a child. The childminder ensures her safeguarding training is up to date. She understands her responsibility to report concerns, including any allegations, and is alert to issues such as female genital mutilation and extremism. The childminder knows the importance of quickly identifying and acting upon non-attendance to ensure safety. She keeps her home free from hazards, and ensures that children are always supervised.

What does the setting need to do to improve?

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

- consider the organisation and length of group activities to ensure that all children remain fully engaged throughout
- give children enough time to think and respond to open-ended questions, so

that they can express their own ideas and develop their critical-thinking skills.

Setting details

Unique reference number	222543
Local authority	Cambridgeshire
Inspection number	10264939
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 9
Total number of places	
Number of children on roll	13
Date of previous inspection	30 June 2017

Information about this early years setting

The childminder registered in 2000. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Parkinson

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 discussed the childminder's intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed interactions between the childminder and the children.
- The inspector looked at required documentation.

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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