

# Childminder report

---

Inspection date: 2 February 2023

|  |                      |
|--|----------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| The quality of education                     | <b>Good</b>          |
| Behaviour and attitudes                      | <b>Good</b>          |
| Personal development                         | <b>Good</b>          |
| Leadership and management                    | <b>Good</b>          |
| Overall effectiveness at previous inspection | Requires improvement |

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

### The provision is good

Children are settled and relaxed in this warm and welcoming childminder's home. They arrive confidently and happily say goodbye to their parents at the door. Children have freedom to choose the toys and activities they are interested in from a well-resourced environment. They demonstrate a close and loving relationship with the childminder and her husband, who is also a registered childminder. Children manage their self-care skills well and carry out small tasks with confidence. All children demonstrate a good understanding of the routines of the day, with the youngest children closely observing and copying the good behaviours of the older children, especially at mealtimes.

Children enjoy role play and use their imaginations well. They pretend to make food in the kitchen, look after the cuddly toys at the 'vets' and fix objects on a construction bench. Children spend good-quality time outside in the fresh air. They get excited to go in the garden and independently dress themselves in their coats, which they fetch from their pegs. Outside, they explore the environment enthusiastically and engage well with their peers. Children are physically active as they crawl through tunnels and work together with their friends to operate a seesaw. This play helps children to control their movements and promotes their coordination skills.

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

- The childminder has worked hard since the last inspection to refresh her knowledge of how children learn and to improve her teaching skills. Good consideration is given to her professional development and how she can use what she has learned to best support the children in her care. Recent training has included building on children's interests and supporting early language development. She works closely with her co-minder to consistently reflect on the needs of the children.
- The childminder understands how children learn. She interacts in their play and considers what they know and what they need to learn next. She takes time to get to know children well when they first start. The childminder regularly assesses children's learning to ensure they are making good progress for their age.
- The childminder helps to promote children's language skills. She maintains eye contact when she speaks and provides a good narrative as children play. For example, the childminder talks about the habitats that animals live in and encourages children to think of some of these themselves. Books are readily available for children to access and explore themselves. However, on occasion, she does not adapt her teaching skills effectively to ensure that children's learning is further extended.

- Parents are provided with regular information about their children's day and the progress they make in their development. Parents speak highly of the childminder and her husband. They feel they are friendly, welcoming and prepare their children very well for school.
- Children play in a safe and clean home. Clear hygiene routines are in place and followed very well by all children. Adults in the home are good role models, and children see them wiping tables and cleaning floors. Children are helped to understand how to keep themselves safe. They regularly practise leaving the home in an emergency from different exits around the house.
- Children are encouraged to lead a healthy lifestyle. They spend time every day in the fresh air, participate in physical exercise and have constant access to their water cups throughout the day. The childminder carefully considers how to meet the dietary needs of children who attend the setting.
- Children are encouraged to express their emotions and are learning how to manage their feelings in a positive way. The childminder helps children to understand right from wrong and speaks to them in a calm way when dealing with any minor squabbles. Children are beginning to show kindness and consideration towards others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a clear understanding of how to report concerns about children or adults to the appropriate authorities. She understands signs and symptoms of abuse that may give her concern, including risks associated with female genital mutilation or domestic violence. The childminder attends regular safeguarding training and reads associated articles that help her to keep her knowledge and skills up to date. The home is secure and well protected by security cameras, to help keep children safe.

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

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

- find more ways to offer challenge to children to consistently extend their learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY381397  |
| <b>Local authority</b>                             | Cambridgeshire  |
| <b>Inspection number</b>                           | 10230937  |
| <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>                      | 6   |
| <b>Number of children on roll</b>                  | 8   |
| <b>Date of previous inspection</b>                 | 16 February 2022  |

## Information about this early years setting

The childminder registered in 2008 and lives in Cambridge. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband, who is also a registered childminder. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Carly Mooney

### Inspection activities

- The inspector discussed the impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- A parent spoke to the inspector during the inspection. The inspector viewed written feedback from parents and took account of their views.
- The childminder and inspector completed a discussion about how the curriculum is organised and what they intend children to learn while in their care.

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 2023