

# Childminder report

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Inspection date: 22 February 2023

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision requires improvement**

Children enjoy their time in the care of this warm and responsive childminder, seeking emotional support when they need it. Children have caring and friendly relationships with each other. The childminder gently helps children to share resources and encourages them to remember to say 'please' and 'thank you' to each other. Children talk and share ideas as they play and take part in activities, offering support and encouragement to each other. As they take part in role-play games, children develop their imagination and build confidence in explaining their thoughts. For example, as they pretend to make pizzas, the childminder encourages children to talk about the toppings they would like. Once those are cooked, the childminder and children laugh and giggle as they enjoy pretending to eat the pizza.

Children show good levels of determination and take pride in their own achievements. For example, as children initially struggle to cut with scissors, they talk about how it is 'hard'. As they keep trying and refine their skills, they show delight in the cuts they make and pride in being able to cut around shapes. Children are gaining early understanding of phonics. The childminder writes children's names on their pictures, sounding out the individual letter sounds. The children listen with focus and start to repeat some of the sounds in their names.

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

- The childminder provides an engaging and well-considered curriculum, which meets the needs and interests of children in her care across all areas of learning. She is aware of the impact the COVID-19 pandemic has had on some children's development, in particular around engaging with others. The childminder provides plenty of opportunities for children to become confident with others and to learn to share resources.
- The childminder understands the abilities of children in her care and has high expectations for their ongoing learning. She assesses their progress well and puts into place relevant next steps. The childminder has regular conversations with parents about their children's development.
- Children are cared for in a language-rich environment. The childminder engages well in children's conversations in their home languages. She regularly reads books in English, in engaging and exciting ways. Children enjoy singing activities and are increasingly gaining vocabulary in English as well as their home languages.
- The childminder places high priority on children understanding the importance of dental hygiene. They talk regularly about cleaning teeth, read stories and practise brushing teeth on toy mouths.
- Children are learning about the importance of a healthy diet and physical

exercise. They are encouraged to eat fruit and vegetables at snack times and know to eat the savoury parts of their lunches first. The childminder provides lots of opportunities for children to be physically active. They visit parks, go on local walks and join in with movement and dancing activities in her home.

- The childminder links with her local authority advisor and other childminders to help develop and improve her childminding service. However, she has not yet considered other ways to extend her professional skills and knowledge to enable her to support children's learning and development to the very highest level.
- Overall, the childminder ensures children's welfare. She conducts risk assessments of her home and garden, and considers how to keep children safe while on activities in the wider community. However, the childminder does not keep a record of any minor injuries children have or a record of their hours of attendance. While these are a breach of the statutory requirements, they do not have a significant impact on children's safety.
- Parents are very complimentary about the childminder. They describe how their children take part in a wide range of activities and make good progress in their development. Parents value the feedback they receive from the childminder and feel involved in their children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has sufficient understanding of her role and responsibility to protect children from abuse and neglect. She is aware of the signs and symptoms that might indicate a child is at risk of harm, including wider safeguarding issues. She has a folder for child protection with relevant information to refer to, and knows the correct procedure to follow when reporting concerns. The childminder demonstrates a good understanding of the action to take if an allegation is made against herself or a household member. The childminder updates her child-protection knowledge.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
keep a daily written record of children's hours of attendance	23/03/2023
keep a written record of all accidents and injuries and any first-aid treatment given.	23/03/2023

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

- target professional development opportunities to further enhance teaching skills, so that interactions always support children's learning to the highest level.

## Setting details

<b>Unique reference number</b>	2581610
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10251022
<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>	2 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Huntingdon, Cambridgeshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, and 7.30am to 4.30pm on Friday, except for bank holidays and family holidays. She offers funded early years education for eligible 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 they are safe and suitable. The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having 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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