

Childminder report

Inspection date: 21 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
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 secure and demonstrate how much they enjoy being with this nurturing childminder. They naturally include her in their play and instinctively turn to her when they need comfort or reassurance. The childminder has high aspirations for each child. She values their individuality, contributions and interests. Children respond to this and are confident learners. They reflect the childminder's calm, positive approach. They remain calm and persevere at tasks. For instance, children playing with toy trains keep trying until they succeed in pushing a train through part of a bridge. They clap themselves and beam with pride.

Children enjoy regular opportunities, such as visiting a nearby toddler group, that help them to develop social skills. They enjoy sitting in small groups, for example, to listen to a story, helping them to develop skills in preparation for starting school. Children are kind to one another, quickly learning to share and take turns. They develop good physical skills. For instance, young children negotiate the garden step well, quickly working out how to safely lift or pull ride-on toys up and down this. Practical explanations from the childminder help children to understand how to keep themselves safe.

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

- The childminder continuously reviews her work and makes improvements. She makes sure she meets all requirements, including informing Ofsted of all household members. This helps to ensure children's safety and well-being.
- The childminder observes children, assessing what they are learning and planning what they need to learn next. She offers them a wide range of activities that aids them in taking the next steps in their learning and supports them in making good progress overall. The childminder uses robust procedures that help her to quickly identify any weaker areas in children's learning and address these.
- Children are developing a love of books and independently choose from a wide selection. The childminder uses their interest in books as a way to reinforce their learning. For instance, children who are learning to count enjoy pointing at the animal illustrations in a book and carefully counting these.
- Children develop good language and communication skills. The childminder talks calmly and clearly to children and encourages them to repeat words. She makes good use of opportunities to extend their language. For example, children love looking through photographs. They eagerly name their friends and remember the activities, often joining several words together as they learn to speak in sentences. These daily opportunities particularly support children who speak English as an additional language, and they make good progress in learning English. The childminder successfully balances this with opportunities for

children to use words in their home language.

- The childminder knows the children well and builds on their interests. Young children interested in animals visit a nearby farm. They learn the names of the animals, make the corresponding animal sounds and look at associated reference books.
- Children have practical opportunities to learn about differences. They talk with the childminder about different abilities, family compositions and traditions. Children find out about their community through the regular use of local facilities, such as toddler groups, parks and shops.
- The childminder builds friendly, professional partnerships with parents. She communicates well with them and keeps them informed of what their children have been doing each day. Older children report that she is 'the best childminder in the world'. However, the childminder does not consistently support parents to extend their children's learning at home.
- The childminder implements good daily hygiene procedures. Children wash their hands before eating and enjoy healthy food options. However, the childminder does not consistently help them to understand the reasons for healthy practices to develop their knowledge to the optimum.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very clear about her role in promoting children's welfare. She maintains a good knowledge of safeguarding, completing regular training to help keep this up to date. The childminder understands how to recognise possible concerns in a child's life and knows which professional to report these to without delay. She is aware of wider safeguarding concerns, such as female genital mutilation and the possible risks associated with use of the internet. The childminder knows what to do should she have concerns about another professional's practice or if an allegation was 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:

- extend the support offered to parents to aid them in building on their children's learning at home
- build on the opportunities that help children to understand the reasons for healthy practices and lifestyle choices.

Setting details

Unique reference number	222987
Local authority	Cambridgeshire
Inspection number	10251948
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 July 2022

Information about this early years setting

The childminder registered in 1999 and lives in Cambridge. She operates all year round, on Tuesdays and Wednesdays, from 8am to 5.30pm, except for bank holidays and family holidays. She offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that these are safe and suitable.
- The inspector observed activities, indoors and outdoors, and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector discussed and reviewed activities.
- The inspector viewed relevant documentation, including the safeguarding procedures and the suitability of household members.
- The inspector talked with children at appropriate times throughout the inspection. She also considered informal feedback from parents.

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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