

# Childminder report

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Inspection date:

8 August 2023

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**Overall effectiveness**

**Good**

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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 build a secure bond with the childminder and are happy and settled in her care. They play in a relaxed and calm atmosphere and are confident to have a go at different activities that the childminder plans for them. They play happily alongside each other. Older children collaborate together and fill a tractor with soil, taking turns to scoop and fill. Children follow the childminder's instructions when it is time to tidy away toys. They do this enthusiastically and remember where the toys are stored. Younger children are confident to pull themselves up to standing. They are praised by the childminder and show that they are proud of their achievements.

Children's communication and language are supported well in the activities that the childminder plans. Children listen attentively when she reads a story to them. Older children name objects they see in the pictures. Younger children happily sit on the childminder's lap. They listen and watch as she turns the pages. Children hear a wide range of vocabulary as the childminder provides a commentary about what they are doing and asks questions. Older children who speak English as an additional language are supported well to listen, understand and speak English, which helps them in readiness for their move to school.

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

- Since the last inspection, the childminder has put into action an effective plan for improvement. She has accessed a range of professional development opportunities. This has helped her to build confidence in implementing the curriculum and improve her knowledge of how children learn. She evaluates and reflects on what she offers children to help her identify any future professional development needs and to ensure she offers children a suitable standard of education.
- The childminder ensures a safe environment in which children play. Since the last inspection, she has reflected on the layout of her setting and reorganised this to the benefit of children. Her premises are secure, and she is observant of any emerging risks throughout the day. She recognises the risk of a child lifting a toy with small parts above their head and reacts quickly to keep children safe.
- The childminder places a high priority on helping children to lead healthy lifestyles and build their understanding of the importance of being healthy. She promotes children's good oral health and helps them understand why they must brush their teeth. She talks to children at snack time about healthy food and drink, and the impact this has on their bodies.
- Parents comment positively about the care their children receive and how they enjoy spending time with the childminder. Parents receive regular updates about what their children do at the setting and their achievements. Parents describe

the setting as a 'small, homely setting' and comment on the good progress their children make. The childminder links well with parents of children who speak English as an additional language to ensure children have the opportunity to hear and speak their home language and the English language. This supports their overall language development.

- The childminder is vigilant and notices children's achievements throughout the day. She praises children often and tells them she is 'proud of them'. This helps children to feel positive about themselves and encourages them to try hard and have a go. The childminder encourages children's good behaviour and explains to them how to keep others safe in the setting. This helps children to begin to understand the impact of their behaviour on others.
- Outdoor play is an integral part of what the childminder offers to children as she allows them to move freely between indoors and outside. Children are keen to play outdoors. However, there are many resources outdoors that children do not engage with, or are not interested in, which limits the space available for them and sometimes limits them from having a wide range of learning opportunities.
- Children engage, focus and concentrate well in activities the childminder plans for them. However, at times, the opportunities available to children during self-chosen play do not secure their sustained engagement or focus as well as they do in adult-initiated activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of safeguarding children and explains the actions she would take if she were concerned that a child is at risk of harm. This includes keeping a written record and reporting her concerns to the relevant agencies. This is in line with local safeguarding partners' procedures. She knows the action she must take if an allegation is made against her or anyone living or working on the premises. She has suitable knowledge about wider safeguarding issues that children may be exposed to. The childminder regularly refreshes her safeguarding knowledge to ensure she has the most current information.

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

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

- review the effectiveness of planning for the outdoor environment so that it enables children to fully participate in opportunities that are consistently targeted to their individual needs
- support children to access an equally ambitious curriculum during self-chosen play opportunities as they do during adult-initiated opportunities.

## Setting details

<b>Unique reference number</b>	222767
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10266859
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	16 November 2022

## Information about this early years setting

The childminder registered in 1998 and lives in Royston. She operates all year round, between the hours of 7.45am to 5.45pm, Monday to Friday, except bank holidays and family holidays. There are early years funded places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Meredith-Jenkins

### Inspection activities

- This inspector discussed any continued impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The childminder and the inspector discussed the childminder's curriculum and their ambition for children.
- Children spoke to the inspector about the activities they were engaged in.
- Parents provided written feedback and spoke to the inspector about their children's experiences at the childminder's setting. The inspector took account of this feedback.
- The childminder and inspector held discussions at appropriate times during the inspection, taking account of children's needs. The inspector looked at a sample of documents, including evidence of the suitability of household members.

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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