

Childminder report

Inspection date: 23 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children develop secure emotional bonds with the childminder. She is caring and gentle with the children. Those children who are dropped off at the childminder's home come in readily. Other children are met in the school playground or collected from their own homes. Children respond positively to these routines and feel happy and safe in the childminder's home. The childminder knows about children's home lives and talks to them about their families, significantly enhancing their sense of belonging. For example, she chats with children about their family pets and listens carefully as they talk about their animals.

Children enjoy the activities available to them. The childminder stores toys and resources so that they are accessible, and children readily self-select from them. For example, children choose to play in the role play shop and use the scanner to scan foods. They pretend items are other objects, for example using the scanner as a forehead thermometer to 'take their temperature'. Children enthusiastically take responsibility for tidying away when they have finished. They enjoy their play and learning and particularly enjoy being outdoors. Children play harmoniously together and sit together to listen to stories read by the childminder.

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

- The childminder is committed to the continuous improvement of her setting. She reflects on the quality of her provision and considers the views of parents and children when planning for improvement.
- The childminder regularly completes relevant training courses to further her own professional development. She states that some training reassures her that she 'is doing the right thing' and other training gives her valuable ideas to improve the provision for children further.
- Children are helped to learn about the importance of good hygiene routines. They are encouraged to manage their own personal care. The childminder understands the importance of children being potty trained before they move on to the next stage of their learning, such as going to school. She supports children to attempt to put on their own shoes.
- Children behave well and know what is expected of them. They are helped to consider the needs and feelings of others, share and take turns. The childminder talks gently to children to explain why some behaviour is unacceptable, helping them to understand right from wrong.
- Children have a good attitude to play and learning. The childminder knows them well and is actively engaged in their play. Although she plans activities, she is led by what children want to do. For example, she plans an activity with play dough and intends to talk about letter shapes. The children are more interested in exploring the texture of the dough, using the rolling pins and cutters. The

childminder readily adapts her plans to meet this interest, while continuing to build on what children already know.

- The childminder chats to children as they play and readily engages them in conversation. She introduces new vocabulary. For example, when playing with the dough, the childminder introduces the words 'squish' and 'squeeze'. However, she does not consistently give children enough time to think and respond to questions before giving them the answers.
- Children enjoy playing outdoors where they have access to a varied range of resources to promote their physical skills. However, the childminder does not consider all areas of learning when planning for outdoor play. This does not fully support those children who learn best when outdoors.
- Parents have provided written testimonials. These indicate that they are happy with the service provided. They describe the childminder as 'kind, caring and helpful' and are 'comfortable and reassured' that their children are safe. The childminder has worked hard to help parents feel part of her setting during the COVID-19 (coronavirus) pandemic, including giving new parents a virtual tour of her setting. Parents appreciate the good level of communication that keeps them fully informed about their child and also encourages them to continue to share what they know.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities to safeguard children and protect their welfare. She has a good awareness of the indicators of potential abuse. The childminder has a comprehensive safeguarding policy, and also a 'quick reference sheet' that she can refer to in order to ensure that she is able to respond to concerns in a timely and appropriate way. The childminder has completed training in child protection and is aware of wider safeguarding issues. For example, she understands the importance of identifying and supporting children or families who may be at risk of harm from extreme behaviours and views.

What does the setting need to do to improve?

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

- extend the opportunities for children to develop their critical thinking skills
- broaden the opportunities for children's development, particularly for those who prefer to play and learn outdoors.

Setting details

Unique reference number	2501451
Local authority	Cambridgeshire
Inspection number	10191450
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Huntingdon, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Mason

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 it is safe and suitable. She spoke to the inspector about her intentions for children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- Children told the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, 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.

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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