

Childminder report

Inspection date: 12 May 2022

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 are happy and show they feel safe in the childminder's warm and attentive care. For instance, they cuddle in for reassurance and seek her out to play with them. Children understand how to behave well. They listen to the childminder's instructions and quickly respond. For example, they help to tidy away toys before beginning a new activity. Children become excited when the childminder turns on the bubble machine. They laugh, jump and catch the bubbles together. Children watch the bubbles fall and pop on their faces. The childminder encourages the children to stop and listen to the 'popping' sound. When the popping finishes, they enthusiastically start singing about a tiny turtle.

Children know where to find the resources they want and make choices about where to play. They know they can ask for other toys if they cannot find them. Children learn to manage their personal care. For example, the childminder teaches them how to wash their hands and wipe their faces. Children are developing the skills they need in readiness for the next stage in their learning. They enjoy a good variety of nutritious meals and snacks that the childminder provides. They show persistence and determination as they cut their fruit.

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

- During conversations, the childminder listens well to what the children are saying. She talks to the children in an engaging and gentle manner. The childminder models language to the children, which helps to develop children's vocabulary. However, at times, she does not use rich vocabulary that she wants children to learn, to build on their developing communication skills.
- The childminder gets to know children well. She obtains useful information from parents about what children know and can do. She notices what children like to do and what they need to learn next. This helps the childminder to plan children's learning from the time they start with her.
- Children build very trusting relationships with the childminder. She is nurturing and attentive to their needs. She notices when children need a cuddle for reassurance or when they are becoming tired. Younger children show they feel secure, as they quickly settle to sleep.
- Children develop a good understanding of the importance of keeping healthy. The childminder ensures that children wash their hands before eating and after messy play.
- The childminder helps children to understand their community. For example, she takes children on 'scavenger walks' to look for butterflies and insects. Children visit the library, recreational grounds, local historical buildings and shops. This helps children to learn to socialise outside of the childminder's home with other children and adults.

- Children count as they cut the banana into smaller pieces. The childminder promotes children's mathematical skills well. For example, she introduces mathematical skills as she halves the banana and pours the paint.
- The childminder has high expectations for children's behaviour. She teaches children good manners, such as saying 'please' and 'thank you'. Children listen to the childminder and follow instructions. For example, they respond well when she asks them to tidy up before the bubble play starts.
- The childminder has good relationships with staff at the pre-school that children attend. This helps to ensure that she provides continuity in children's care and learning.
- The childminder talks about how she prepares children for moving on to school. She helps them to develop strong independence skills. The childminder provides opportunities for children to learn how to use tools, such as zip fastenings and scissors, to help to prepare them for their future learning.
- The childminder joins several online training sessions. She continuously improves her knowledge and skills. She plans her professional development to help her to further enhance children's learning. For example, from a recent training course, she understands the importance of helping children to manage their anxieties by helping them to know what to expect next.
- Parents' comments about the childminder are very positive. They say that she provides them with good information about how children are developing. She is nurturing and the children love attending the childminder's home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She confidently identifies the possible signs of abuse and knows what to do should she have any concerns about a child's welfare. The childminder knows the steps to take if an allegation is made against herself or a member of her household. She ensures that her safeguarding knowledge is kept up to date by completing training. The childminder is knowledgeable about issues that can affect children, such as extreme views and behaviours. She monitors sleeping children to help keep them safe.

What does the setting need to do to improve?

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

- make the most of all opportunities to consistently model language to help children to develop their speaking skills even further.

Setting details

Unique reference number	2506271
Local authority	Cambridgeshire
Inspection number	10191847
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	1 to 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Yaxley, Cambridgeshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Topham

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum is implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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