

Childminder report

Inspection date: 30 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 content in the childminder's care. They show that they feel safe and secure as they cuddle her and gently fall asleep. Very young children have lots of free space to practise their growing physical skills. They show excitement as they pull themselves to a standing position against the furniture and bounce with pride as the childminder praises their efforts.

Young children communicate what they want using body language, eye contact and vocal sounds. Their communication and language development is well supported by the childminder. As they play and take part in routine activities, the childminder uses simple words to talk to children about what they are doing. Young children love books and know how to open and close them. They use their forefinger to feel the different textures on the pages and listen as the childminder reads to them.

Young children demonstrate curiosity and interest in the world around them. For example, they laugh out loud when they see themselves in the mirror and look to the window when they hear an aeroplane. Children have high levels of self-esteem and emotional well-being. The childminder gives them lots of positive affirmations. For example, when she brushes their hair, she gives young children a mirror to watch before telling them, 'You are beautiful'.

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

- The childminder knows children very well and has a clear understanding of their interests, home routines and what she wants them to learn next. She plans a broad range of indoor activities using this information. The childminder has clear learning intentions for each activity she provides but is flexible and follows the children's lead. However, the provision for outdoor activities is much less well developed. This means that children do not benefit from a broad enough range of outdoor learning opportunities that cover all areas of learning.
- The childminder provides a clean and hygienic setting. Young children learn good handwashing routines and all toys are cleaned thoroughly at the end of each day, particularly those that have been in children's mouths.
- Children are encouraged by the childminder to persevere. For example, when attempt to stand, overbalance and topple onto a cushion, she quickly reassures them and encourages them to try again. The childminder encourages children to learn about number and rhythm as she bounces them on her knees and then says 'stop' before beginning counting again.
- The childminder is a calm, gentle teacher. She role models what it is she wants young children to learn, for example stacking cups. When children are tired, they want to cuddle the childminder. She rocks them gently, sings to them and uses

aspects of their home language to soothe them into restful sleep.

- Partnerships with parents are positive. They are very happy with the care provided for their children and say they would definitely recommend the childminder to their friends. Parents receive regular written feedback about their child's day, routines and activities, as well as information about what they have learned.
- The childminder has a clear commitment to her own professional development. She has completed many training initiatives since registration, all of which serve to underpin the good practice she has established. She is also very proactive in undertaking her own research into child development, psychology and safeguarding, in order to broaden her knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of safeguarding and regularly completes training to keep her knowledge up to date. She knows how to recognise the signs of abuse and neglect, as well as any indications that a child may be being exposed to extreme views. She has clear procedures in place to act on any concerns and understands the importance of making prompt contact with relevant agencies. Risk assessments are thorough and effective.

What does the setting need to do to improve?

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

- provide a rich range of outdoor learning opportunities for all children and especially for those who learn best when outdoors.

Setting details

Unique reference number	2521446
Local authority	Cambridgeshire
Inspection number	10215015
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	0 to 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Cambourne, Cambridgeshire. The childminder operates Monday to Friday from 8am to 5pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Anna Davies

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 provision.
- The childminder and the inspector completed a discussion about how the curriculum is organised and what they intend children to learn while in their care.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector and the childminder completed a joint evaluation of an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector received written feedback from parents and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022