

Childminder report

Inspection date: 17 November 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 take part in engaging and interesting activities. As a result, they show high levels of focus and concentration. The childminder joins in enthusiastically with children's play. As younger children discover that saucepans make a great sound when hit with a wooden spoon, it leads to everyone singing and finding their own 'instrument'. Children make good use of the childminder's garden to be physically active. They kick and throw balls, ride on rockers and learn to climb ladders safely. Opportunities for activities away from the childminder's home, such as visits to a local orchard, are used to support children's understanding of the natural world.

As a result of the COVID-19 pandemic, parents now drop off and collect their children on the doorstep. However, children settle quickly and show confidence as they move around the childminder's home and garden. They have warm and positive relationships with the childminder and each other. As younger children manage things for themselves, older children give them beaming smiles and thumbs up. They tell them 'well done'. Outside, older children know to wait for the slide to be clear before they come down. The childminder responds warmly and calmly to children who have minor bumps or who are unsure about visitors to the setting.

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

- The childminder offers a good-quality learning environment. She has a robust understanding of children's current stage of development, what she wants them to learn next and why this is important. She plans interesting and engaging activities that support these aims.
- On the whole, the childminder engages well with children as they play. However, on occasions, she limits children's opportunities to solve problems or think critically. For example, as children struggle to move their play dough creations, she does it for them, rather than helping them to come up with their own solutions.
- As children make play dough people, the childminder provides them with lots of support to develop their mathematical understanding. Older children know to roll a piece of dough large enough for their cutter and can talk about whether it is 'thick' or 'thin'. They carefully select different-sized buttons, understanding how big ones cover the whole face, while little ones can make eyes. The childminder supports children of all ages to start to recognise the shapes of the buttons and to count the things they have made.
- The childminder supports children's language development well and naturally joins in with their conversations. She responds positively to the emerging language of toddlers, narrating their babbling and clearly repeating words they

say, such as 'tractor', 'roll' and 'ball'. The childminder sensitively corrects the pronunciation of older children.

- The childminder is aware of the impact that the COVID-19 pandemic has had on opportunities for children in her care to socialise. She regularly meets with childminders in the local park. The childminder is starting to attend local playgroups again to give children opportunities to play with others and talk to less-familiar adults.
- Children are learning age-appropriate independence. Before going outside, children of all ages know to bring their boots to the back door. Older children competently put them on, while younger children make good attempts with support from the childminder. Older children manage their own toileting needs. Children of all ages feed themselves lunch.
- Children are learning to keep healthy and well. They are supported to wash their hands when they come in from the garden and before mealtimes. The childminder reminds children to rub between their fingers and the backs of their hands to ensure all germs are removed. Children are happy to eat sandwiches and vegetable sticks at lunchtime, before moving onto their yogurts and fruit.
- The childminder communicates with parents about their children's day and shares progress summaries on their development. However, on occasion, she is not always robust enough in discussing areas where children are at risk of falling behind in their development. Furthermore, the childminder is not always proactive in making links with other settings that children attend or accessing additional support for children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an understanding of her role in protecting children who may be at risk of harm. She is clear about the possible signs and symptoms of abuse or neglect, including those relating to wider safeguarding issues. The childminder knows the relevant agencies to contact and keeps appropriate guidance to hand to enable her to respond correctly. The childminder is aware of her responsibilities should an allegation be made against her or a household member. She updates her training regularly.

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 opportunities to further support children's critical thinking and problem-solving skills
- enhance partnerships with parents and other settings children attend, to routinely share detailed information about children's development to promote consistency in their learning.

Setting details

Unique reference number	2524806
Local authority	Cambridgeshire
Inspection number	10208218
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Histon, Cambridgeshire. She operates all year round, Tuesday to Thursday, from 8am to 5pm, 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

Julia Sudbury

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 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 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 on request.

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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