

Childminder report

Inspection date: 4 August 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 enjoy their time in this warm and welcoming home-from-home environment. They form strong attachments with the childminder and her assistant, which helps them to feel secure. The childminder ensures that children play in a stimulating environment, both indoors and in the garden. Children are eager to explore the range of resources and equipment on offer. For example, they are enthusiastic to discover fossils hidden in sand. Children confidently pour their own drinks and use plastic cutters to cut fruit. The childminder skilfully introduces mathematical concepts as they explore the amount of pieces they have cut, discussing quantity and shape.

Children develop their imaginary skills with each other. For instance, they excitedly pretend to sell coffee and cake in the playhouse. They talk confidently to adults and their peers. Children learn to share and take turns with gentle reminders from the childminder and her assistant. For example, older children kindly share toys and stories with younger children. The childminder responds well to the needs of children when they are tired or hungry. Children participate in small-group activities and are beginning to understand their own and other's emotions. For instance, they use home-made resources to discuss various feelings. This also supports children's communication and language skills.

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

- Parents comment positively about the childminder's excellent communication. She keeps parents updated regularly regarding their children's progress. The childminder shares photos with parents of daily experiences throughout the day. She gives suggestions and ideas to support children's on-going learning. Additionally, the childminder shares information with other providers where children also attend.
- The childminder and her assistant strive to prepare children well for future learning. They introduce some school routines into the children's day. For instance, children participate in small group times. They discuss the weather, days of the week and join in with meaningful conversations.
- Children have access to a wide range of books and they choose stories independently. For example, they have recently shown an interest in the story 'The Very Hungry Caterpillar'. The childminder created a sensory activity linked to the story. Older children used real fruit as they discussed phrases from the story and younger children explored the texture of objects.
- The childminder and her assistant promote children's independence to the highest level. Children confidently put on their own shoes, wash their hands and help prepare for mealtimes; for instance, they butter their own sandwiches.
- The childminder supports children's social and emotional development. She

organises trips to local facilities, such as libraries and nature reserves. She uses these opportunities to further extend children's learning. For example, children had recently picked blackberries and made a crumble to take home.

- Children's behaviour is generally good. They are polite and have good manners. For example, children say 'please' and 'thank you' when sharing toys. Sometimes, the childminder does not give children consistent messages to help them understand her behaviour expectations. She has not considered the impact for all children when some children do not follow her guidance to help them behave well.
- The childminder and her assistant work extremely well together. The childminder monitors the assistant's practice and provides regular supervision meetings. They meet frequently to plan activities relating to children's interests. They plan children's next steps together to ensure they make good progress.
- The childminder provides physical challenges for the children. For example, children weave in and out of cones using balance and pedal bicycles. They learn how to balance and improve their coordination skills as they move across stepping stones. The childminder skilfully supports children's counting skills as they move from one stepping stone to another. Younger children have space to help develop their physical skills to crawl and walk.
- The childminder and her assistant focus on their own professional development. They regularly participate in further courses to raise the quality of their practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistant complete mandatory safeguarding training. They fully understand their roles and responsibilities to protect children from harm. The childminder and her assistant know the possible indicators of child abuse and neglect. They demonstrate a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extremist views and female genital mutilation. They are confident in the reporting procedures and how to report any concerns. The childminder is confident to follow safe recruitment procedures and continues to check her assistant's ongoing suitability to work with children.

What does the setting need to do to improve?

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

- give children clear and consistent guidance to help them understand how to behave well.

Setting details

Unique reference number	2532004
Local authority	Cambridgeshire
Inspection number	10208489
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 4
Total number of places	12
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 Whittlesey near Peterborough. She provides care all year round, from 8am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder and her assistant both hold a relevant qualification at level 3.

Information about this inspection

Inspector

Kerrie Osler

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and assistant at appropriate times throughout the inspection.
- The inspector and the childminder jointly evaluated an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- A number of parents provided written feedback and the inspector 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.

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