

Childminder report

Inspection date: 16 June 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 developing good knowledge and skills for their age. The childminder has high expectations of all children, and she offers good levels of support, so they know what is expected of them. Children readily help with small tasks. They wipe the table before snack and carefully cut up their own fruit. The childminder encourages children to keep trying when they encounter difficulties, to help them be successful learners.

Children are settled and thoroughly enjoy their time at the childminder's welcoming and homely setting. They feel secure in her care and readily ask for her help when needed. At the childminder's allotment, children eagerly explore with great confidence. They use a magnifying glass to examine the insects they discover under a log. The childminder helps children to identify the different type of insects, using a picture guide to find out what they are called.

Children behave well. They understand about following the childminder's rules to help keep them safe. Children are learning to regulate their own behaviour. They listen and respond well to the childminder's guidance as she helps them to resolve their differences. Children share and take turns, offering a hug when others are upset.

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

- The childminder recognises the importance of reading to children to help foster their enjoyment of books. Children enjoy listening to stories and sharing their ideas. The childminder encourages them to join in and pauses to allow children to say the missing words. Children visit the library regularly and take home a 'book bag' to share stories with their parents.
- Parents are very pleased with the education their children receive and the activities the childminder provides. They speak highly of the childminder and the nurturing care she offers to their children. The childminder shares information with parents about activities they can do to guide their child's learning at home. Children benefit from this shared approach, which helps them to be successful.
- The childminder finds out from parents about their children and their preferred routines before they start at the setting. This helps her to plan the settling-in process according to children's individual needs from the beginning. The childminder observes children to find out what interests them and talks to parents to find out what their child can do at home. She makes regular assessments of what children can do and uses this information to plan for the next steps in their learning.
- Children are making good progress in their learning. They are inquisitive and enjoy demonstrating what they know, sharing their ideas and experiences. The

childminder helps children to learn about numbers and colours. On the walk to the allotment, they discuss the numerals on houses and talk about the colours of different cars.

- The childminder provides good support for children's language development. She talks to children about what they are doing during activities and asks questions that engage their thinking. However, the childminder has not considered further ways to work with parents or other professionals to help children who are still developing their speech and language skills.
- Children follow sensible hygiene routines, and they understand how washing their hands contributes to their good health. The childminder knows the importance of helping children to be ready for school by ensuring they learn key skills. Children learn to follow simple instructions, manage their personal care, and share resources.
- The childminder is qualified and experienced and takes part in regular training opportunities to keep her knowledge up to date. She regularly meets with other childminders to share good practice. However, she does not focus her professional development on developing a deeper knowledge of teaching. She has not fully explored ways to continually build on the good quality of her teaching to help children make the very best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding procedures. She knows how to identify children whose welfare is at risk. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. She completes regular training to keep her safeguarding knowledge up to date. The childminder takes steps to help ensure her home and allotment are safe. She carries out regular risk assessments and this helps to assure children's safety and welfare.

What does the setting need to do to improve?

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

- find ways to support children even more effectively who are still developing their speech and language skills
- seek further ways to enhance professional development opportunities that focus more specifically on developing an expert knowledge of teaching and learning.

Setting details

Unique reference number	2550708
Local authority	Cambridgeshire
Inspection number	10221572
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
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 St Ives, 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. She holds a childcare qualification at level 3.

Information about this inspection

Inspector
Emma Bright

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 inspector observed activities indoors and and at the childminder's allotment and assessed the impact these have on children's learning.
- Children told the inspector about their favourite activities and what they like to do when they are with the childminder.
- The inspector spoke to the childminder during the inspection about the views of parents and took account of their written feedback.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision is organised. The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate and records of attendance.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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