

Childminder report

Inspection date: 2 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 welcomed into this homely setting by the friendly childminder. They show they feel safe and relaxed as they quickly engage in exploring sensory trays. Children benefit from the attentive childminder, who they seek out for comfort and reassurance. Together, they excitedly find photos of their families and themselves, which they show each other. Children thoroughly enjoy singing time. They use the props and puppets the childminder provides to support their understanding of the songs' words and actions. They giggle happily as they jump up and down pretending to be sleeping bunnies.

Children's behaviour is good. The childminder is an excellent role model and teaches positive responses as children learn to share and take turns. For example, the childminder supports the children's turn-taking and negotiation skills as they climb the steps of the outside playhouse. This helps children to learn effective social skills. Children engage well in their play. They use their knowledge to role play real life experiences. They demonstrate good focus and attention as they care for baby dolls. They have time and space to follow their interests and demonstrate their knowledge and skills. Children are friendly and develop confidence to talk to visitors about the potions they are making.

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

- The childminder uses effective settling-in processes for new children and their families. She gathers relevant information about the children through the gradual settling-in periods. This ensures children's individual emotional needs are supported well.
- The childminder creates inviting play spaces, both indoors and out, where children are constantly supervised. Children explore an enticing garden, which challenges their physical skills. For example, they strengthen their arm and hand muscles as they swing on the trapeze. They develop coordination skills as they fill and empty buckets in the sand. Children learn independence as they help to tidy up toys and find their shoes. They enjoy regular visits to local playgroups and parks. This helps them to broaden their experiences and learn about the world in which they live.
- The childminder uses mathematical language during activities and daily routine times. This helps children develop their knowledge of number, colour, quantity and shape. She supports their understanding of mathematical concepts through conversations and questions. For example, the childminder labels shape names as children use shape sorters. She counts their steps as they climb up the slide in the garden. Children say 'more' as they fill their watering cans up with water.
- The childminder supports children's communication and language skills well. She engages the children in regular conversations, responding to their questions and

ideas. Children learn new vocabulary such as 'helicopter' and 'crocodile' as they play. The childminder encourages children to make animal noises as they sing, which helps young children to practise new sounds. They enjoy using chalks to draw pictures in the garden. Children learn that marks have meaning as they follow treasure maps the older children have created.

- Children engage in healthy routines. They learn to independently ask for drinks when they are thirsty. The childminder encourages children to wash their hands before snack times. Children learn about the importance of oral health through activities and role play.
- The childminder monitors children's progress and identifies any areas for development. She plans activities alongside children's interests to engage them in new learning experiences. She completes relevant developmental checks, which she shares with parents. However, the childminder does not consistently share information with the other settings children attend, to ensure a fully consistent approach to children's learning.
- The childminder develops effective relationships with families. Parents speak positively about the care provided. They explain how children develop communication and social skills during their time with the childminder. They say children take part in activities they once avoided, such as exploring sensory play. They appreciate the daily photos and communication from the childminder. However, parents are not always fully aware of their child's next steps of learning to progress their development at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities to safeguard children. She has a secure knowledge of the signs and symptoms that a child may be at risk. The childminder knows the correct procedures to follow and who to contact if she has concerns about a child's welfare. This includes the wider safeguarding issues, such as extremist views and behaviours. She undertakes regular training to update her knowledge. The childminder maintains a safe home environment.

What does the setting need to do to improve?

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

- share information about children's learning and development with any other settings they attend to ensure a consistent approach to supporting their progress
- extend the good communication with parents even further, so that all parents know their children's individual next steps and can support their learning and development at home.

Setting details

Unique reference number	2555219
Local authority	Cambridgeshire
Inspection number	10232081
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Littleport, Cambridgeshire. She operates all year round, from 8am to 4.45pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachael Small

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The childminder took the inspector on a learning walk around her home.
- The inspector spoke to the childminder, children and parents and took their views into consideration.
- The inspector observed the children's play, both indoors and out.
- The childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.

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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