

Childminder report

Inspection date: 3 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 quickly settle and form strong bonds with the childminder, her co-childminder and assistants. For instance, babies turn to the childminder for reassurance. They inquisitively explore baskets of natural resources, knowing that the childminder is close by if they need her. Children enjoy the wide range of resources on offer and the activities that the childminder plans for them. They engage well and remain focused at the activities they choose.

Children with special educational needs and/or disabilities (SEND) are well cared for. They receive effective support if they struggle emotionally. For example, if they become upset, they are helped to find a story that contains their favourite characters. They quickly refocus and settle down. They then cuddle up with the childminder and listen to her reading them the story they have chosen.

Children develop their independence. Babies learn to feed themselves at mealtimes. Older children confidently manage their own personal care needs. They understand the rules that are in place and develop an understanding of right and wrong. For example, they talk to the childminder about how they should not jump on beds while listening to a song about monkeys jumping on a bed.

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

- The childminder adapts her interactions with children depending on their individual needs. For example, she uses sign language to communicate with non-verbal children. She signs the words to familiar songs. Children with SEND respond positively. For instance, they begin to join in with familiar signs. The rest of the children who attend also learn to use sign language. This helps them to communicate with all of their friends.
- The childminder knows the children in her care well. She regularly discusses the children's progress with her co-childminder. They work collaboratively to plan and provide activities based on children's interests. They identify appropriate next steps for the children which are appropriate to their individual needs and stages of development.
- Children develop their understanding of counting. The childminder supports them and checks their knowledge. For example, she counts the first few numbers as they climb up the steps on the slide. She pauses and encourages children to continue to count. Children confidently do this, and the childminder praises them for their efforts. This helps children to learn that numbers have meaning.
- The childminder focuses on making improvements to the service she provides. She is reflective and recognises how she can develop the provision further. She enjoys working with her co-childminder, who acts as an exemplary role model

and provides the childminder with positive guidance and support. The childminder completes specific training which is relevant to the children she cares for. This helps her to support the children and their needs.

- The childminder ensures that the recruitment process is robust. She takes the lead during the interview process, making decisions about who to recruit in partnership with her co-childminder. Assistants receive regular supervision. As a result, assistants report that they feel well supported in their roles.
- Children enjoy a range of books with the childminder. They learn about relevant topics, such as visiting the dentist. The childminder speaks to children about what they can see in the pictures. They talk about how the characters in the stories feel. This helps them to develop their vocabulary and supports them to talk about feelings and emotions.
- Parents report that they are very happy with the care that the childminder, her co-childminder and assistants provide. The childminder gathers a range of information from parents before children start. This helps her to identify children's initial starting points. Parents receive regular information about their children's progress through an online system. This helps them to build on their children's learning at home.
- The childminder does not yet extend the most able children's learning during whole-group activities as successfully as she could. For instance, when children participate in a singing and rhyme activity together, the childminder does not provide any challenging questions. This means that the most able children have limited opportunities to extend their learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities regarding keeping children safe. She recognises the possible signs of abuse. She works with her co-childminder to regularly review policies. The childminder and her co-childminder understand their responsibility to report complaints to the relevant authorities. They follow their procedures diligently. The childminder ensures that assistants continue to remain suitable for their roles. She completes regular safeguarding training to keep her knowledge as up to date as possible.

What does the setting need to do to improve?

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

- consider ways to differentiate activities and challenge the most able children so that they can extend their learning and make even more rapid progress.

Setting details

Unique reference number	2557572
Local authority	Cambridgeshire
Inspection number	10232103
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 4
Total number of places	12
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and works from her co-childminder's home in Great Shelford, Cambridgeshire. She operates all year round from 8am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. The childminder and her co-childminder work with assistants. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

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 had a tour of the areas of the premises used for childminding.
- The inspector held discussions with the childminder regarding the curriculum on offer. She observed the childminder's interactions with children and considered the impact on children's learning.
- The inspector read references from parents and took account of their views.
- The inspector viewed a sample of the childminder's documentation, including suitability documents and qualification certificates.

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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