

Childminder report

Inspection date: 4 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 are content and happy in the care of the childminder and her co-childminders. They are constantly busy as they play and explore. They confidently move around the home to find toys they want to play with. Children learn about space and shape, such as when they complete puzzles. They look carefully at the pieces to find out where they fit. Children find other ways to use puzzle pieces. For example, when they notice a hole in the middle, they find it very amusing to use it to play peekaboo with adults.

Children's speech and language skills are developing well, including children who speak English as an additional language. The childminder makes sure that she learns key words in the other languages children speak. This helps her to understand their needs and requests. Children use clear words and short sentences to describe what they are doing. For example, during a baking activity, children cut out a star-shaped biscuit and correctly say, 'I am making a star.' Interactions between the children and the childminder are warm and friendly, and children's behaviour is good.

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

- During the COVID-19 pandemic, the childminder and her co-childminders made changes to their practice. Due to national lockdowns and working from home, parents' needs for childcare changed. This resulted in the childminders caring for younger children. The childminder and her co-childminders have created a warm, homely environment where young children feel safe and secure.
- The childminder is aware of where children are in their development. She observes them closely and identifies what children need to learn next. The childminder's effective planning for children's ongoing learning supports the good progress they make.
- Young children's hand-to-eye coordination is remarkably good. Using one hand, they skilfully feed a bubble wand into a thin tube so that they can make more bubbles. At other times, children squeeze and roll out dough to make biscuits. These opportunities help children to build the skills they need for writing and using tools later in their education.
- Parents speak positively about the childminder and her co-childminders. They say that their children receive individual care and attention and are safe and happy. Parents state that the childminder provides them with good information about what activities their children take part in and how they are developing. This helps them to support their children's learning at home.
- The childminder helps children to understand how to build healthy lifestyles. She provides many opportunities for children to be active outside, such as in the garden and on outings to local parks. The childminder successfully weans

children from drinking fruit juice, as it contains lots of sugar, to having regular drinks of water.

- The childminder supports children's early mathematical understanding. As they roll dough, she narrates what children are doing and uses positional language, such as 'forwards' and 'backwards'. The childminder counts with children as they add icing dots onto their biscuits. She is aware that young children are not yet at an age to know all colour names. With this in mind, she draws their attention to matching colours. For example, she says, 'The rolling pin is orange, just like your apron.'
- Children enjoy using books. They sit close to the childminder as she shares stories with them. Children look carefully at the pictures and describe what they can see. They are beginning to understand emotions as they notice what events make characters in the book happy and sad.
- The childminder supports children to develop healthy lifestyles and provides nutritious, balanced meals. Some children sit and eat these very well, while others, at times, need more support to eat the healthy food that is provided. The childminder does not always offer those children who refuse the healthy food the encouragement they need to learn about the importance of making healthy choices for themselves.
- The childminder demonstrates a strong commitment to her work. She regularly talks about her practice with her co-childminders and they identify areas for development. However, the childminder is not sufficiently focused on identifying and using professional development opportunities to further extend her knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding. She knows how to keep children safe and promote their welfare. The childminder describes the signs and symptoms of abuse. She is aware that these may indicate that children are at risk of harm or being exposed to extremist behaviour. The childminder knows how to contact relevant agencies in the local area to seek advice or to make referrals. She has clear safeguarding policies and procedures which she uses to underpin her practice. The childminder undertakes safeguarding training to keep her knowledge relevant and up to date.

What does the setting need to do to improve?

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

- provide more support and encouragement to children at mealtimes to teach them the importance of making healthy food choices
- build on professional development plans to strengthen knowledge and raise the

quality of teaching to the highest levels.

Setting details

Unique reference number	2573634
Local authority	Cambridgeshire
Inspection number	10232903
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Trumpington, Cambridge. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works in partnership with two other registered childminders.

Information about this inspection

Inspector

Jill Hardaker

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 inspector looked at the areas of the home that are used for childcare and discussed with the childminder how she operates her practice and implements her curriculum.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They discussed the needs of individual children and talked about the progress they are making.
- A sample of policies and procedures was looked at by the inspector, including documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took account of the views of parents and discussed the childminder's reflections of her practice with her.

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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