

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 demonstrate that they feel safe and secure with the childminder and his co-childminders. They are aware of the daily routines, such as when they need to wash their hands. Simple alterations to the sink mean that children can independently turn on the tap. Children enjoy simple games, such as peekaboo. They take turns to hide behind the curtain and laugh as the childminder pretends that they made him jump. Children encourage their friends to join in their games, which shows their consideration for others. Interactions between the children and the childminder are warm and friendly, and children's behaviour is good.

Children benefit from being outdoors every day. The childminders make good use of their garden, first floor terrace and local parks. Children are highly active, for example as they jump in and out of hoops. Children use large arm movements as they wave bubble wands. The childminder helps children to learn positional language as he says 'up', 'down' and 'side to side' as they make these movements. Children think of different ways that they can use their bodies to pop bubbles. For example, they catch them as they clap their hands together and use their feet to kick the bubbles in the air.

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

- The childminder works with children on a part-time basis in partnership with two co-childminders. Despite him not caring for children every day, the childminder knows them very well. Children demonstrate that they have secure attachments to him. The childminder is aware of where children are in their development and plans what they need to learn next. Children are making good progress.
- The childminder is aware of the impact the COVID-19 pandemic has had on children's development, particularly their social skills. He talks about the importance of giving children time to settle as they have spent very little time away from their parents. This enables children to become secure and confident in the setting.
- Parents speak highly of the childminder and his co-childminders. They say that their children are safe and happy in their care and this helps them to relax as they work. Parents state that the childminder provides them with good information about what activities children take part in and how they are developing.
- Children display a strong interest in music. They enjoy listening and dancing to music played to them. Children explore what sounds the musical instruments make when they bang and shake them. The childminder helps children to understand rhythm as he plays bongos in time to the music.
- The childminder supports children's language development as he interacts with them. Children who speak English as an additional language are making good

progress. The childminder models good language skills and repeats words back correctly to children. However, at times, the childminder is too eager in his use of questions. For example, he asks children lots of questions about colours which are not relevant to their activity.

- The childminder and his co-childminders have carefully considered how to use space in their home to support children's learning. The environment is planned so that children of all ages have space to play and learn independently or with others. The premises are safe and secure, and children benefit from many different learning areas indoors and outdoors.
- The childminder demonstrates a strong commitment to his work and is keen for the setting to expand. He works closely with his co-childminders and they reflect on and evaluate their practice together. However, the childminder is not sufficiently focused on identifying and using professional development opportunities to further extend his knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good procedures in place to help him to keep children safe and promote their welfare. He knows how to recognise signs and symptoms of abuse, including wider safeguarding concerns, such as children being exposed to extremist behaviour. The childminder holds the contact details of relevant safeguarding agencies in the local area. This means that he can seek advice or make referrals without delay if he has any concerns. The childminder undertakes safeguarding training to strengthen his knowledge and skills. He has clear safeguarding policies and procedures in place which underpin his good practice.

What does the setting need to do to improve?

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

- focus questions more sharply on children's interests and learning experiences to fully support their progress
- enhance the programme of continuous professional development to further develop skills, knowledge and teaching.

Setting details

Unique reference number	2574831
Local authority	Cambridgeshire
Inspection number	10232904
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. He 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 he operates his practice and implements his curriculum.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with him. 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 practice with him.

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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