

Childminder report

Inspection date: 26 October 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 form affectionate bonds with the childminder. They often go to her for a cuddle, for example when they need reassurance or feel tired. Children are keen learners and happily engage in the wide range of activities on offer. They are encouraged to be independent and make their own choices. The childminder helps children to understand and respect the wishes of others. For example, she reminds children to ask their friends if they want a cuddle, before reaching out to give them one. This enables children to know they have the right to express their views and protect their personal space.

Children's behaviour is excellent; they are consistently polite and have impeccable manners. Children are learning how to develop healthy lifestyles. They thoroughly enjoy being active outdoors. They balance on planks laid over logs. Children know holding out their arms will help them to balance and stay safe. They look forward to sharing healthy meals. Children relish the food and thoroughly enjoy the social chats with the childminder and each other. Children's speech and language skills are superb. They freely express their ideas and use excellent vocabulary as they play.

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

- The childminder plans inspiring activities, which encourage children to explore and use their imagination. She provides the resources they need to design and create their own masterpieces. Children use dough to make cakes and ice cream. They carefully decorate these with small items, such as buttons. Children are methodical in their activity and concentrate extremely well. They demonstrate positive self-esteem and a can-do attitude to learning.
- The childminder is aware of where children are in their development. She observes them closely and uses her observations and assessments to identify what children need to learn next. Children are making very good progress.
- Parents are highly complimentary about the childminder. They say their children are very happy to attend and are learning very well. Parents value the information and advice they receive, as it enables them to know how to support children's learning at home.
- Children are gaining vital skills that prepare them for future learning. They use scissors with ease as they carefully cut out small circles. Children enjoy sharing books with the childminder. They show their familiarity with stories as they enthusiastically join in with refrains. The childminder uses number songs and rhymes, which help children to learn how to count and subtract.
- The childminder gives high priority to teaching children to be independent. Children enjoy pretending to be tour guides and show visitors around the house. They are proud to show the different learning areas and show a strong sense of

belonging. Children are learning to manage their self-care skills, such as using tissues to wipe their nose and washing their hands at relevant times.

- The childminder gains information from parents on children's cultural backgrounds and what languages they speak. She recognises the importance of valuing each child. However, the childminder does not make the best use of opportunities to celebrate and share children's diverse backgrounds and home languages. Consequently, children are not able to fully explore what makes them unique or consider similarities and differences between their own experiences and those of others.
- The childminder communicates with key staff at other settings children attend. This helps her to find out about children's daily activities. However, she has not fully considered how she can work in closer partnership with other settings to promote further continuity in children's learning.
- The childminder demonstrates a strong commitment to her work. She reviews her practice and looks at what she can develop and improve. The childminder researches educational theories to help her review and develop her teaching. She talks about how she chooses relevant elements and constructs her own curriculum. The childminder takes all children's learning needs into consideration through this evaluative process.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and promote their welfare. She recognises the signs and symptoms of potential risks to children that could cause harm, including exposure to extremist views and behaviours. The childminder clearly explains her responsibilities to report any concerns to the relevant agencies. She has a clear safeguarding policy in place which she shares with parents, and which underpins her good practice. The childminder undertakes regular safeguarding training to keep her knowledge relevant and up to date. She teaches children how to keep themselves safe, such as when using tools and equipment.

What does the setting need to do to improve?

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

- maximise opportunities for children to gain more understanding on what makes them unique, and to consider similarities and differences between their own experiences and those of others
- consider ways to broaden partnership working with other settings children attend to promote continuity in their learning.

Setting details

Unique reference number	2575419
Local authority	Cambridgeshire
Inspection number	10250898
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in St Ives, Cambridgeshire. She operates all year round, from 7.30am to 6pm, Tuesday to Friday, except bank holidays and family holidays. The childminder holds early years teacher status.

Information about this inspection

Inspector

Jill Hardaker

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with her and has taken that into account in her evaluations.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account 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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