

Childminder report

Inspection date:

8 December 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 settle into the setting very quickly. The childminder works with her colleague to create a positive and relaxed atmosphere, responding warmly to children. The childminder has created a flexible routine that helps the children understand what is going to happen next. Children have developed a deep sense of emotional security. They have their own spaces for their belongings, which helps them to feel included in the setting. Children are calm and engaged. They happily help each other and the childminder. They concentrate for long periods of time at different activities and confidently engage in relaxed communication about what they are learning.

The childminder understands the impact that COVID-19 has had on children's emotional well-being. She ensures that children receive individual support to settle into the setting and build relationships with other children and adults. The childminder exchanges information with parents, which helps her provide tailored care. She gets to know children very well. She finds out what their interests are and provides a variety of learning experiences to support their development. Children who receive additional funding get extra support to help them make good progress with their development.

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

- The childminder supports children's physical development very effectively. Children pinch, roll, cut and squeeze play dough and they use tweezers and other tools to develop their fine motor skills. Outside, they access challenging activities such as riding balance bikes over ramps and jumping on the trampoline. The childminder helps children to keep safe, talking to them about the rules of the setting. She carries out risk assessments to adapt the provision when it is cold, icy and slippery outside.
- The childminder adapts her approach depending on the individual needs of the children. Younger children enjoy threading while she supports older children to recognise their names and letters in their names. She helps children to sound these out and write them down.
- Children develop their independence through caring for their own physical needs. The childminder supports children to manage their own hygiene and personal independence. She gives them time to put their own coats on. Meal and snack times are positive experiences for children. The childminder provides a range of healthy snacks and drinks for children to try. She supports them to wash their own hands and praises them for trying different types of fruit and vegetables.
- The childminder builds on children's interests to extend their learning. She provides lots of opportunities connected to, 'The Gingerbread Man' as this is the

children's favourite story. Even very young children learn to say keywords and phrases from the story. The childminder recaps and reminds children about what they have learned. This helps children to remember their learning long term.

- The children participate in engaging conversation with the childminder. They enjoy being with her, listening to her and talking to her. The childminder helps children to learn about the world around them. At group times, she talks about the days of the week and the weather, and then outside, she explores ice with the children. However, the childminder does not always take opportunities to talk to children about using information and communication technology safely, both inside and outside of the setting.
- There are positive partnerships with parents. The childminder actively seeks feedback on her service and responds to this positively. Parents comment on the good communication they receive as well as how the childminder meets the needs of all children and provides an inclusive service. The childminder finds out about the background of the children and families. She gives all children the chance to learn about different cultures and needs and makes sure these are represented in the setting.
- There are positive relationships in the setting between the childminder and her co-childminder. They work well as a team to provide an engaging learning environment. They support each other to develop their practice. The childminder seeks out professional development opportunities to develop her skills and knowledge. She knows areas of her practice that she would like to develop and undertakes training to do this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge of safeguarding up to date. She knows the potential signs that would cause her concern with regards to a child being harmed, including in relation to preventing radicalisation. The childminder has a good understanding of how to report concerns and who she would need to report these to outside of the setting. She knows how to report concerns relating to the behaviour of other adults. The childminder ensures that other adults working with the children are safe to do so and works with parents to collect the information she needs to keep children safe.

What does the setting need to do to improve?

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

- use opportunities within the routine and throughout the session to talk to children about keeping themselves safe when using information, communication and technology.

Setting details

Unique reference number	2595737
Local authority	Cambridgeshire
Inspection number	10251387
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 9
Total number of places	20
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Whittlesey. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with a co-childminder.

Information about this inspection

Inspector

Tracy Joyce

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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