

Childminder report

Inspection date: 24 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 have a positive relationship with the childminder. They sit with her to share resources and books together. Children are encouraged to have periods of quiet time, enabling them to sing songs or read books. Children interact well with each other. The childminder helps children understand appropriate behaviour. Children are confident around visitors. They share photo books, talking about places they have been and who was with them. Children spend a large amount of time outdoors at the childminder's allotment. They visit libraries, parks and groups with other childminders and their children. Children gain a good understanding of the world around them.

Children access a good variety of resources, and the activities provided encourage children to remain focused. They share resources and adapt their play. The childminder responds to questions children ask; for example, she tells the children what the dough is made from. Children receive healthy snacks and lunches. They take picnics to the park. Children are encouraged to think about healthy food and drinks. For example, children are supported to understand that water is healthier than fruit squash. They talk about what they grow at the allotment and buy at the shops.

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

- The childminder knows the children in her care well. She has good knowledge about the progress they have made. She supports them to move forward with their learning and development. The childminder wants children to be school-ready when they leave her care.
- Children are encouraged by the childminder to choose their own activities. When using dough, children want to make cakes. The childminder adds cake cases to enable this play to continue and develop further.
- The childminder is aware of the need to encourage speech and language with children. She uses books to encourage this; also, while singing songs, children are encouraged to use signing to support their language. The childminder skilfully asks questions to children allowing them time to respond. Discussions take place about pictures in the book. The childminder ensures that all children have time to ask and respond to questions.
- Independence skills are valued by the childminder. Children feed themselves and take themselves to the toilet with minimal support. They are reminded to wash their hands after toileting and before eating. When playing with dressing-up clothes, the childminder encourages children to put clothing on themselves, helping when needed.
- Parents have a good relationship with the childminder. They speak about receiving daily information about what their children have been doing. The

childminder uses an online platform to share information. However, settling-in arrangements do not always meet the emotional needs of children.

- The childminder spends time outdoors at her allotment with the children. They grow vegetables and fruit, which they then eat. The childminder ensures children remain safe while there, as the allotment is fenced and gated, enabling children to move freely within the area.
- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She works with parents and contacts professionals to ensure the correct support is provided.
- The childminder actively encourages sharing, turn taking and manners. During activities, the childminder praises children for this behaviour. For example, when a child passes dough to another child, the childminder praises them for sharing.
- Children have limited access to technology. There are occasions when the childminder uses a laptop to share information with the children. Older children use smart watches while with at the setting. The childminder has not considered how she can support children to understand the risks involved with technology.
- The childminder has built links with other childminders, and is able to gain support from them. This provides children with the opportunity to socialise with other minded children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She is clear about what procedures she would follow should she need to make a safeguarding referral. She has good knowledge about types of abuse. The childminder understands 'Prevent' duty and what her responsibilities are. She is aware of who to contact should she require support and understands how to maintain relevant safeguarding records.

What does the setting need to do to improve?

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

- develop effective procedures to ensure settling-in arrangements best support the emotional needs of all children
- support children while using technology to ensure they understand the risks involved.

Setting details

Unique reference number	2598435
Local authority	Cambridgeshire
Inspection number	10251490
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	4
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 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Denise Clayton

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 setting.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder spoke to the inspector about their intentions for the children's learning.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022