

Childminder report

Inspection date: 23 March 2023

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 receive a warm welcome and settle quickly. They are emotionally secure and develop strong bonds with the caring childminder, who knows them well. Children confidently explore a variety of play experiences the childminder plans. They quickly become familiar with the daily routine, which helps them to anticipate what will happen next. Children learn to be independent as they take off their shoes and hang up their coats. They make independent choices about the toys they want to play with and the stories they would like to hear.

Children enjoy playful interactions with the childminder. For example, they make tea and meals for her from the home corner. They beam with pride as she thanks them and pretends to eat and drink their creations. Children become immersed in sensory-play opportunities. For instance, they scoop and pour porridge oats into various pots and pans. They learn concepts, such as 'full' and 'empty', as the childminder plays alongside them and skilfully provides a commentary to their actions.

Children behave well. The childminder supports children to take turns with resources. For instance, the childminder names whose turn it is to lift a flap in a story. She uses gentle reminders, such as 'gentle hands', to reinforce her expectations. Older children create the rules with the childminder, which she displays on the wall as a visual reminder.

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

- Partnerships with parents are excellent. They praise the effectiveness of the childminder's communications. Parents appreciate the lengths the childminder goes to while children settle in. They describe her as 'friendly' and 'approachable'. They comment on children sharing their learning experiences at home and often wanting to stay in her care longer.
- The childminder builds strong and caring relationships with children. As a result, new children settle extremely quickly. The childminder collects detailed information from parents prior to children starting. This includes information about children's individual routines and play preferences. This helps to ensure that children receive continuity in their care. She understands where children are in their development and plans experiences to support and extend their skills and understanding.
- Children develop their social skills through regular visits within the community. For instance, they regularly attend 'messy play' sessions at a local church as well as 'rhyme time' at the library. The childminder has good links with other childminders to enable the children to mix in larger groups.
- The childminder creates a language-rich environment and supports children's

communication and language skills very well. For instance, she introduces signing, which even the youngest children begin to use. She repeats back sentences for clarification and skilfully extends children's spoken sentences.

- Children quickly develop a love of books. The childminder takes care to provide a variety of books based on children's individual interests. This encourages children to join her story-time sessions and remain engaged. They become engrossed in the illustrations. The childminder skilfully uses these to develop their vocabulary further. For example, children begin to develop concepts, such as 'big' and 'small', as they copy her gestures as she reads.
- The childminder supports children's physical development well. They have lots of opportunity for being outdoors in the fresh air. Children access a well-organised, enclosed garden. They practise risk-taking as they learn to climb and balance. Children use mark-making equipment, such as chalk and water. Additionally, the childminder provides opportunity for children to strengthen their muscles through trips to a soft-play area and visits to local parks.
- The childminder has a positive attitude to her continued professional development. She ensures she keeps her mandatory training, such as paediatric first aid and safeguarding, regularly updated. She reads widely and carries out internet research to provide her with activity ideas. While the childminder accesses training, she does not yet focus professional development precisely enough to provide teaching and learning at the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of child protection procedures. She keeps up to date with current safeguarding information. The childminder understands her responsibility to refer any concerns to the appropriate safeguarding agency, including what to do in the event of an allegation being made against herself or her family. The childminder can identify potential signs of abuse and children who may be at risk of radicalisation. The childminder knows the children in her care and their families well. She is alert to any changes that may indicate that they may need additional support.

What does the setting need to do to improve?

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

- target professional development opportunities more precisely to help raise the quality of teaching to an even higher level.

Setting details

Unique reference number	2604357
Local authority	Cambridgeshire
Inspection number	10263026
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in St Neots, Cambridgeshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

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 this into account in her evaluation of the setting.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of the education being provided and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder with the inspector.

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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