

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 are warmly welcomed by the childminder into the setting. The childminder works closely with another childminder. Children settle quickly and happily engage in all aspects of the routine. Children enjoy their interactions with the childminder. They spend a long time talking with her and confidently express themselves. The childminder promotes children's independence and gives them plenty of time to take care of their own personal needs, offering support when this is needed. The childminder helps children to develop relationships with each other. She encourages them to help each other, laying the table for snack or tidying away resources. Children are very happy to participate in these duties, taking responsibility for their behaviour.

The childminder provides tailored learning opportunities that support children's development. She adapts her approach, and supports the youngest children to express themselves and make choices. Children are relaxed and confident in this setting. They have a firm grasp of the routine, and this helps them to understand what comes next. There are trusting relationships between the childminder and the children. Children who receive additional funding, get the support they need from the childminder. She helps them to participate fully in all activities, make decisions and form relationships with their friends.

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

- The childminder provides strong support for children's communication and language. She reads stories in an engaging way, asks questions and recaps previous learning. Children enjoy singing and dancing with the childminder as they watch a video together. However, the childminder does not talk to children about how they can keep themselves safe when using information and communication technology. The childminder uses very effective communication skills. Children engage in conversation with her for a long time and they really enjoy sharing their experiences and thoughts with her.
- Children participate enthusiastically in activities. The childminder makes the most of learning opportunities. She talks to children about previous learning and uses mathematical vocabulary. For example, she talks to children about how many shapes they are cutting. However, she does not always make the most of opportunities to extend and embed mathematics learning.
- The childminder provides opportunities for children to develop their fine motor skills. Children explore play dough, threading and use tweezers. She supports younger children with the skills needed to cut dough with plastic knives and use other tools. The childminder provides children with choices outside and respects these. She works with the youngest children to push toy cars down drainpipes and supports children in developing jumping skills, using the trampoline outside.

- The childminder keeps children safe throughout, ensuring children understand that only one child at a time can go on the trampoline. The childminder talks to them about keeping themselves safe in certain parts of the garden. She carries out risk assessments and makes adjustments to the outside provision because of the ice and cold, moving resources so they are more accessible.
- The childminder provides a range of healthy, nutritious food and drink. She helps children to wash their own hands, promoting independence. She takes opportunities to talk to children about how they can keep themselves healthy, including having a healthy diet and brushing their teeth. She uses snack time, to discuss healthy eating in a friendly and open way and praises children for trying different types of vegetables.
- The childminder develops effective partnership with parents and her co-childminder. Effective teamwork means that information is shared, which supports children's learning and development. The childminder shares information about children who may need extra support with their speech development, including strategies they will use to support this.
- The childminder receives support from her co-childminder to develop her practice through open and honest feedback. The childminder is committed to continually developing her practice. She has a thorough understanding of the needs of the children in the setting. This is reflected in her goals for developing her knowledge and practice, particularly in supporting the learning and development of boys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular child protection training to keep her knowledge up to date. She understands different types of abuse, including female genital mutilation and her responsibilities under the 'Prevent' duty. She knows what signs would give her concern and can record injuries and concerns that she may have. She knows how to respond to concerns, including who to report these to. She also understands how to report concerns that she may have about other adults in the setting. She works closely with her co-childminder to ensure that information is shared about children in order to keep them 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 at other times to talk to children about keeping themselves safe when using information, communication and technology
- develop the teaching of mathematics so that children can deepen their understanding of different concepts.

Setting details

Unique reference number	2605032
Local authority	Cambridgeshire
Inspection number	10260147
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 2021 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 early years qualification at level 3 and 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke 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 and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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