

Childminder report

Inspection date: 23 January 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

The childminder has created a very calm and welcoming setting. Children happily leave their parents and quickly settle into their play. Children's backgrounds and home language are well respected by the childminder who speaks to them in their home language. She also supports them to speak and understand English and introduces them to other languages as well. Children learn to care for their own belongings and follow the rules of the setting. The childminder places an emphasis on developing good manners and children are polite and friendly. Issues with behaviour are dealt with positively and respectfully and children are learning to discuss their feelings and express themselves.

Children choose toys and resources that interest them from the wide range that the childminder offers. Children have very positive attitudes towards learning and playing. They listen attentively to the childminder and each other. With encouragement, most of them contribute to discussions and direct their own play. Children share with each other; they negotiate and take turns. The childminder works closely with parents to meet the needs of individual children, sharing information regularly throughout the day.

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

- The childminder carries out risk assessments to ensure the outside area is safe to play in. She supports children to understand how to keep themselves safe, while in the car and out in the sun. Children have access to drinking water throughout the day and the childminder provides nutritious, home-cooked foods, including Polish soup which the children enjoy eating together.
- The childminder is aware of the impact that COVID-19 has had on children's physical development. She ensures that children have good opportunities to develop their physical skills outside through walks to local parks and meadows, and indoors through yoga and dancing. She also supports children to develop the fine motor skills they need for school, such as for using pens and pencils.
- Children are taught key words and conversational terms in English to help prepare them for school. The childminder uses her skills as a speech and language expert to identify issues with a child's communication and provides effective support. Children enjoy talking with the childminder. They spend lots of time together reading stories and singing songs in different languages. Occasionally, younger, less confident children are not given the support they need to contribute and lead their play.
- The childminder engages with children as they play imaginatively, checking their 'passports' and 'tickets'. She extends their understanding of the role of the flight attendant and the impact that the weather has on flying. Children also independently access creative materials and enjoy working as a group drawing

on a large sheet of paper. The childminder develops children's interest in writing their own names. However, she does not always teach them when capital and lower-case letters are needed.

- The childminder finds out information about children's ongoing health and development from parents and makes adaptations to her practice to meet these needs. Parents receive communication throughout the day about their children's well-being. They comment on how well their children are supported to settle into the setting. Parents are happy with the relationships their children have made with the childminder and other children in the setting.
- Knowledge and expertise are shared between the childminder and her assistant so that children are well supported in the setting. The childminder organises her setting so that children have plenty of space to play in that provides a good range of learning opportunities. This also means that the childminder and her assistant can support children in smaller groups or individually as needed.
- The childminder is passionate about providing a secure and safe setting for children. Both the childminder and her assistant undertake training to develop their knowledge and skills. The childminder is currently learning about supporting children's mental health and is planning on developing her knowledge of supporting children with special educational needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant both undertake regular child protection training to keep their knowledge up to date. The childminder ensures that she follows safe recruitment procedures and that all necessary checks are completed so that her assistant is safe to work with children. The childminder knows what signs would cause her concern or indicate a child is at risk of abuse. She knows who she would report any concerns to, including concerns about her assistant. She also ensures her assistant has the knowledge she needs to keep children safe and protected.

What does the setting need to do to improve?

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

- provide opportunities for younger and less confident children to direct their own play
- review the teaching of early writing skills to make sure that children learn how to form letters correctly.

Setting details

Unique reference number	2613579
Local authority	Cambridgeshire
Inspection number	10264666
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	3 to 4
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Huntingdon. She operates term time only from 9am to 3pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- 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.
- Parents shared their views of the setting with the inspector.
- 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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