

Childminder report

Inspection date: 20 June 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 have access to a wide range of stories and enjoy looking at books independently. They turn the pages one by one and spend time looking at each picture. Children often ask the childminder to read to them and they listen carefully to the story, developing a love of reading at a young age. Activities provided are planned around children's interests and next stage of learning.

Children are praised and given reassurance to enhance their self-esteem. They visit local groups in the community to develop their confidence when meeting new people. Children's behaviour is good. When children struggle to wait their turn, the childminder talks to them calmly and gently. She explains to children the importance of waiting and taking turns with their friends. Therefore, children develop important social skills.

Children learn about being healthy. They demonstrate their knowledge when they discuss how often they should brush their teeth and they share experiences of visiting the dentist. They enjoy practising their teeth brushing skills during an activity. Children are proud to show off their clean white teeth when they have finished. They demonstrate an understanding of the importance of oral health.

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

- Following on from the COVID-19 pandemic, the childminder observed that children struggled to control their emotions and did not have the social skills they needed to play and interact with others. Therefore, she has implemented a curriculum for her setting that focuses on children's personal, social and emotional development. She supports children to understand their emotions and teaches them how to share with their friends, developing important skills for later life.
- During play, children's language skills are well supported by the childminder and she introduces new vocabulary regularly. For example, when children play at being doctors, the childminder teaches them the names of different parts of the body. She uses her own body to explain what an elbow is and children learn new words such as 'syringe'. They repeat the word and continue to use this in their play, demonstrating a strong understanding.
- The childminder provides children with low-level storage and a range of resources and activities that they can access independently. This encourages children to choose activities that interest them, which supports their engagement. However, the childminder does not always provide adult-led activities that inspire and motivate children to join in. This means that sometimes, children do not always engage well and develop their skills to their full potential.

- The childminder provides children with opportunities to revisit past learning. This gives children a chance to practise skills they have previously learned and embed knowledge so that they remember and use it for their future learning. For example, children talk about the caterpillars that they kept at the setting. They watched them grow and learned about life cycles. Children remember parts of the life cycle of a butterfly and the new vocabulary they learned, such as 'cocoon'. The childminder uses this activity to extend children's learning and she teaches them about healthy and unhealthy foods.
- Children enjoy spending time outdoors, exploring activities in the garden. The childminder provides a range of physical activities as well as pens and paper for mark making. However, she does not consistently encourage children to explore their natural surroundings, such as learning about wildlife and the environment.
- Children learn new mathematical language throughout their play. During stories, the childminder encourages children to represent numbers using their fingers and measure different sizes using their hands. This gives children a good understanding of early mathematical concepts.
- Parents are extremely happy with the care their children receive at the setting. They compliment the childminder on her excellent communication and are grateful for the regular feedback she provides. Parents receive weekly information regarding children's learning as well as daily updates about their children's care needs. This means children are provided with learning at home and at the setting that is focused on their planned next steps, giving them the support to make rapid progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended a variety of child protection training as well as designated safeguarding lead training. She has an excellent knowledge of how to safeguard young children. She can discuss the signs of abuse and neglect and she records all concerns. When needed, she reports concerns to the local authority to safeguard children and families. The childminder can recognise the signs of radicalisation and knows what to do if a child is being exposed to extremist views. She is aware of her responsibility to report all concerns about a member of her household or another professional to the local authority designated officer.

What does the setting need to do to improve?

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

- enhance activities and teaching to inspire and motivate children consistently and extend their learning
- strengthen the learning experiences even more to further support children's curiosity in the natural world.

Setting details

Unique reference number	2622710
Local authority	Cambridgeshire
Inspection number	10260144
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	2 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Huntingdon, Cambridgeshire, where she works with a co-childminder in her own home. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status and offers free early education funded places for children aged two, three and four years.

Information about this inspection

Inspector

Vikki Reynolds

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 setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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.
- Parents shared their views on the setting 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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