

Childminder report

Inspection date: 14 July 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 settle in very quickly at the setting. They build warm, positive relationships with the childminder. Children freely approach her for comfort and reassurance. They choose what to play with and enjoy spending time with the childminder, who responds to them positively and calmly. The childminder knows the children well and identifies where they need extra support. She provides help so that all children can make good progress. The childminder supports children to understand the routine of the setting. Children know what is happening next, which helps them to feel secure. They help to tidy up the resources and happily get ready for their naps.

The childminder supports children to build relationships with each other. She teaches them to consider each other's feelings. The childminder helps children to share and take turns. She takes the time to explain to children why certain behaviour is unsafe or not acceptable. The childminder supports children to listen and wait for their turn to wash their hands. She praises children's efforts when they wash their hands or try new foods. Children are becoming more independent at looking after their own physical care needs. The childminder models good manners and promotes positive behaviour. This encourages children to display good manners without being prompted.

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

- The childminder keeps children safe. She identifies potential hazards, such as broken toys, and quickly removes these. The childminder checks children when they are sleeping. She supervises children when they are eating and playing. The childminder supports children to develop their physical skills. Children go to the park and climb on the equipment outside. Inside the setting, children play with stacking cups and draw pictures to develop their fine motor skills. The childminder praises children's drawings and helps them to display their pictures on the wall. This helps children to feel proud of their achievements.
- The childminder has developed routines in the setting. She uses these to support children's learning. Children sit at the table and use cutlery when eating their dinner. This supports their physical skills. The childminder uses mealtimes to engage with children and encourages them to socialise with each other. She teaches children to wait for their friends to finish. The childminder encourages children to eat healthy foods and talks to children about why these are good for them.
- Children learn about the world around them as they visit places of interest, such as the safari park. The childminder builds on this by providing lots of opportunities for children to remember the animals they have seen. She looks at maps and photos of animals in their habitats. The childminder also reads stories

with the children about the animals they have seen. The childminder helps the younger children to make the sounds of the animals. She teaches older children the names of different animals.

- Children make good progress with their language development. The childminder sings songs and reads stories to the children. She talks to children, asks them questions and teaches them new vocabulary. Occasionally, the childminder does not model language correctly to children, which means that they do not always hear words pronounced correctly. The childminder supports children to learn about colours and numbers through her general conversations.
- Parents are happy with the care their children receive. They trust the childminder and comment on how much their children enjoy their time at the setting. The childminder shares photos with children's parents about the experiences their children have had at the safari park. She also shares information about children's development. This means that children receive consistent support at home and in the setting, which helps them to make good progress.
- The childminder works effectively with her co-childminder. She shares information about the children so that children receive high-quality care and education. The childminder supports her co-childminder to develop her practice as they share ideas together. The childminder can identify areas of her own practice that she wants to develop. She attends training to update her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify when children may be at risk of harm, including the signs that may indicate that a child is being abused. The childminder attends regular training to keep her knowledge up to date. She knows the signs that a child may be vulnerable to radicalisation or being exposed to inappropriate content on the internet. The childminder knows how to support parents and children to understand the dangers of information and communication technology. She has developed safeguarding policies and knows how to record and report any concerns that she has. The childminder knows what to do if she has concerns about other adults who work with children.

What does the setting need to do to improve?

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

- use all opportunities to develop children's language by supporting them to use the correct pronunciation and grammar.

Setting details

Unique reference number	2624776
Local authority	Cambridgeshire
Inspection number	10260141
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 8
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 2021 and lives in Wisbech. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has 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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