

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 very quickly in this setting. The childminder provides a calm, warm and nurturing environment. Children feel emotionally safe and they happily approach the childminder for hugs and reassurance. Children enjoy sitting with the childminder to play games. The childminder listens to children when they communicate and gives them plenty of time to talk. The childminder patiently supports children to choose their own toys to play with. She helps children to develop relationships with each other. The childminder supports the older children to take care of the younger children, which helps them to develop empathy.

The childminder manages children's behaviour effectively. She uses praise and encouragement and builds their self-esteem. Children proudly display the pictures they have drawn and share their achievements with others. The childminder works closely with parents to find out information that may affect the children's well-being that day. She follows children's individual routines and makes changes in her own setting so that their needs can be met. The childminder meets up with other childminders and attends group sessions to help support children who are less confident to socialise. Children enjoy days out at the safari park and spend time visiting forests and parks in their local community.

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

- The childminder provides a safe, clean and welcoming environment for children. She provides a safe space for children to sleep in. The childminder supervises them when they sleep, eat and play. She carries out risk assessments and removes items that could harm children, such as broken toys. When children go on trips outside of the setting, the childminder helps them to learn about road safety and keeping safe at the park.
- Children enjoy a range of healthy foods and snacks that the childminder provides. Children enjoy eating home-cooked pasta for lunch. The childminder encourages children to taste and try new foods and gives them lots of praise and encouragement. The childminder uses mealtimes to teach children social skills. They all sit together at the table. The childminder models how to use cutlery and encourages children to engage in conversation with each other.
- The childminder works with parents to find out about children's communication and language needs. She can identify specific issues that children may have with their language development. She patiently teaches children communication skills. She adapts how she speaks to children depending on their age. The childminder observes and responds to young children's non-verbal communication positively. She reads stories, blows bubbles and sings songs. Children make good progress with their language development.
- Children are supported by the childminder to develop their physical skills. The

childminder supports children to develop their crawling and mobility skills. She makes changes in her environment so that children can hold on to equipment when they are learning to walk. Children visit the park and go out for walks daily. The childminder has enclosed part of her garden so that children can climb and use ride-on toys safely.

- The childminder provides a range of appropriate toys for children to play with. She spends time with children, stacking cups and playing with puzzles. She helps them to count and to learn different colours. The childminder encourages children to draw pictures. This helps them develop their creativity and fine motor skills. The childminder helps them to write their names on their pictures, supporting their early literacy development.
- There are strong relationships with parents. The childminder shares information with parents about their child's development. This means that children receive consistent support with their learning and development and make good progress. Parents comment positively about the support their children receive with their physical development as well as the new nursery rhymes they are learning.
- The childminder works together with her co-childminder to support children's development. They share information about children's progress and how best to support this. The childminder attends training and discusses this with her co-childminder. However, training is not always specifically chosen to reflect the needs of the individual children she cares for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge of safeguarding up to date. She has developed her own policies and procedures to help her identify when children may be at risk of abuse. She knows signs that a child may be at risk from physical abuse or female genital mutilation. The childminder knows how to record her concerns and who to report these to. She displays information for parents and other staff so that they know who to report their concerns to. The childminder knows who to report concerns about the behaviour of other adults to.

What does the setting need to do to improve?

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

- access training opportunities to improve understanding about how to support the specific needs of children.

Setting details

Unique reference number	2624777
Local authority	Cambridgeshire
Inspection number	10260142
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 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 Friday, except for bank holidays and family holidays. The childminder works regularly 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 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 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023