

Childminder report

Inspection date: 12 September 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 well and have warm relationships with the childminder. They respond to her caring, positive attitude and are secure and happy in her company. Children are confident to try new experiences and have a strong determination to complete tasks. For instance, younger children become engrossed as they work out how to fit wooden animal shapes onto a board, persevering until they succeed. Children are kind and caring. For example, older children show younger ones how to fit cogs onto a board and turn them. With the childminder's gentle support, they learn to share the toys and take turns.

Good daily routines support children in learning how to keep themselves healthy. For instance, young children wash their hands after playing outside. They competently rub the soap in, taking care to wash the backs of their hands as well. Children develop good physical skills. For example, they carefully balance as they climb up and over a wooden triangle. They develop control and coordination of their smaller hand muscles as they use tweezers to select pom-poms and post these through the 'three bears mouths'. The childminder offers children additional support in developing their language and confidence, recognising that these areas of development may have been affected by the COVID-19 lockdowns.

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

- The childminder is enthusiastic and is committed to offering children the best care she can. She continuously reviews her practice and implements improvements. She ensures that the toys and resources reflect children's interests and developmental needs. The childminder completes training and carries out her own research, helping her to develop her practice and keep up to date with any changes.
- The childminder uses her knowledge and experience and carefully reviews children's progress, taking steps to ensure that no child falls behind in their learning. She knows the children well, helping her to understand each child's development and what they need to learn next. She offers children a wide variety of play opportunities that support them in taking the next steps in their learning and in making good progress from their starting points.
- The childminder supports children in developing a love of books. For example, they access book bags and become engrossed as they use the interesting props to bring stories to life and to help retell them.
- The childminder appreciates the importance of supporting children to develop their language and communication skills. For example, children blow on toy windmills, helping them to develop the muscles around their mouth that support their speech. Children join in with songs, giggling as the toy frogs 'jump into the pond'. Young children confidently use their developing language skills as they

play. For instance, they pretend to make tea and toast and ask the childminder 'more tea?'

- Children have numerous opportunities that aid them in learning about their community, the wider world and differences. They enjoy bus journeys, talk about the different buildings they see, take food to food banks and visit local smallholdings.
- Parents speak highly of the childminder and feel that she adapts her practice to suit children's learning styles. They appreciate her good communication and report that they feel well supported in building on their children's learning at home. For example, the childminder provides packs of resources that are individually designed to meet children's current developmental needs. This area is a particular strength, positively reinforcing children's learning and development.
- Children enjoy their interactions with the childminder. For example, their understanding of positional language is reinforced when they spontaneously state 'on top' as they point to the cat on the roof, repeating what they learned earlier in the morning. However, on occasion, the childminder solves problems for children, rather than encouraging them to do this for themselves and fully extend their ability to think critically and creatively.
- The childminder prioritises children's safety. She implements clear daily routines that promote children's safety and aid them in understanding how to keep safe. For example, young children understand why they need to finish everything that is in their mouths before taking a further bite of food.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and understands her role in implementing her safeguarding procedures and promoting children's safety and welfare. She refreshes her training in order to keep her knowledge up to date. The childminder appreciates wider issues, such as radicalisation and the potential risks associated with use of the internet. She knows how to identify and report any concerns about children's welfare to the correct professional without delay. The childminder understands the process to follow should any allegations be made about herself or a household member.

What does the setting need to do to improve?

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

- enhance the opportunities that support children in exploring further and developing their skills in solving problems and thinking critically and creatively.

Setting details

Unique reference number	2630994
Local authority	Cambridgeshire
Inspection number	10295637
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Great Abington, Cambridge. She operates all year round from 8am to 5pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Kelly Eyre

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 they ensure these are safe and suitable.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector discussed and reviewed activities.
- The inspector viewed relevant documentation, including the safeguarding procedures and the suitability of household members.
- The inspector talked with children at appropriate times throughout the inspection. She talked with parents and reviewed their written feedback.

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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