

Childminder report

Inspection date: 15 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 at the setting are happy. They communicate extremely well, sharing their needs with the childminder and asking for help when needed. Children look for the childminder for comfort and reassurance, for example, when a new visitor arrives at the setting. Children follow simple instructions and when asked to tidy up, they join in. Children are proud of their achievements when they finish tidying up and they are praised by the childminder.

Children's behaviour is good, overall. They concentrate on activities and are fully engaged and learning throughout. Children are enthusiastic to learn and enjoy demonstrating the skills they have recently learned, such as using fishing rods to catch the magnetic numbers. Children are excited to join in group activities and eagerly wait while the childminder passes out the tools for the play dough.

Children access a wide range of mathematical activities. They enjoy taking part in a fishing game, where they count the fish they catch. They begin recognising numbers and practise counting objects. Children also practise matching patterns on socks and counting how many socks or pairs there are.

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

- The childminder focuses her curriculum on developing children's confidence and language skills. She uses these important skills to embed mathematical knowledge through play. For example, when children begin talking, the childminder uses songs, rhymes and reading to develop their counting and sorting skills. Children lead their play and childminder carefully plans activities based on children's interests to extend their knowledge and understanding. For example, children are developing their fine motor skills. The childminder plans an activity using pegs to practise this.
- Children take part in regular outings to the local community including local parks, farms and toddler groups. This supports children's personal and social development, increasing confidence and providing opportunities for children to socialise outside of the setting. However, the childminder does not use these opportunities to teach children about the wider world around them. Therefore, children do not learn about different cultures and diversity.
- The childminder understands the importance of developing young children's language and communication skills. She adds new vocabulary into conversations. The childminder uses open-ended questions, and therefore children are given opportunities to think for themselves and develop their communication skills.
- The childminder provides a range of books for children to access independently. Children sit and look through books on their own or with the childminder. They are enthusiastic about stories and enjoy listening to the childminder read. The

children remain engaged throughout stories, answering questions and looking at the pictures. They develop a love of reading and books.

- The childminder supports children's emotional needs by providing them with vocabulary to enhance their communication. For example, when children do not want to share, the childminder asks, 'Did that make you feel angry?' helping them to understand their feelings and emotions. Children learn to name different emotions to support them with self-regulation and communication.
- Children enjoy spending time at the setting and are excited to join in activities together. However, they can sometimes struggle to share toys and resources. Although the childminder quickly reminds them about being kind and taking turns, children do not always respond in a positive way as they are still learning to self-regulate.
- The childminder provides children with opportunities to develop their fine motor skills. When using play dough, children use a range of cutting tools. The childminder encourages children to roll the play dough with their hands to strengthen muscles and move their fingers, laying the foundations for early writing skills.
- Parents describe the care provided for their children as 'exceptional'. The childminder shares information about children every day through face-to-face conversations. This reassures parents that their children are safe and happy while at the setting.
- The childminder does not currently have access to the garden area due to ongoing building work. However, she has fully risk assessed and adapted the setting to ensure the safety of all children. The childminder provides children with trips in the local community every day, and understands the importance of outdoor learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding children and follows the guidance from her local authority. She attends regular safeguarding training, and knows who to contact if she has concerns about a child. The childminder has a good knowledge of wider safeguarding issues, such as the 'Prevent' duty and child sexual exploitation. She knows to contact the local authority's designated officer to report any concerns about another professional or member of her household.

What does the setting need to do to improve?

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

- increase opportunities to enhance children's learning of equality and diversity
- further support children to manage their own feelings and behaviour and help them to understand the impact their behaviour has on others.

Setting details

Unique reference number	2634519
Local authority	Cambridgeshire
Inspection number	10289446
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Long Stanton, Cambridgeshire. She operates all year round, from 8am to 5pm, Monday, Wednesday and Thursday, except for bank holidays and family holidays.

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 provider 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 she wants children to learn.
- The inspector observed the quality of education being provided, 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 of 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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