

# Childminder report

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Inspection date: 12 July 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children are happy and secure in the care of this kind and responsive childminder. They move confidently about her home, playing with a range of freely-accessible resources. Children understand the flow of the day, and they are starting to help with regular routines, such as nappy changes and tidying up toys. Children are developing a love of books. They listen well as the childminder reads to them in a fun and engaging way, pausing to allow children to look at pictures and feel the different textures on the pages. The childminder helps children to notice the colours they are using as they draw on paper with crayons and to recognise the different marks they make, depending on how hard they press the crayon.

Children show delight and enthusiasm as they play with dried pasta, remaining engaged for a good length of time. They are developing hand-eye coordination as they grab handfuls of pasta or spoon it into pots, and they are building muscles in their hands needed for future writing. The childminder weaves in lots of early mathematical learning. She regularly counts the pasta with the children and talks about whether pots are full or empty. The childminder also helps the children notice the different pitch of sound that is made, depending on whether the pot is big or small or made of different materials.

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

- The childminder has high expectations for children's learning and development, and she provides a curriculum that covers all seven areas of learning. She makes good use of activities away from her home to extend the range of learning opportunities. However, the childminder does not always refine her planning of activities to ensure that they precisely support the next steps in children's learning.
- The childminder understands the abilities of the children in her care. She undertakes formal assessment of children's progress between the ages of two and three years. At other times, the childminder informally assesses children's progress and identifies what she would like children to learn next. She engages with parents about their children's development and provides them with support around issues such as potty training or gaining age-appropriate independence.
- Children regularly take part in visits to the local country park, developing their understanding and interest in the natural world. They feed ducks, watch ducklings grow, collect leaves, dig in the mud and talk with the childminder about the changing seasons. The childminder ensures children's safety and helps them to identify challenges such as stinging nettles, in order for them to learn how to keep themselves safe.
- The childminder provides support for children's language development. She naturally narrates children's play and regularly introduces new words, such as

'smooth' and 'bumpy', in a clear and precise way. The childminder joins in with babies' babbling and is responsive to children's non-verbal communication. However, the childminder does not always fully encourage children who are not yet trying to talk or make sounds.

- The childminder provides regular opportunities for children to become confident around other adults and children at local toddler groups. She supports even very young children to start to learn to share and to be mindful of their friends.
- The childminder provides healthy snacks and meals to children, taking account of any allergies or dietary preferences. Children and older babies confidently feed themselves, and the childminder regularly encourages them to access their freely available water bottles.
- Parents are very complimentary about the childminder, describing her as 'kind and professional'. They report that her 'communication is excellent' and that they like the regular updates and pictures they get from the app that the childminder uses.
- The childminder uses her links with other childminders and her subscription to a professional platform to continue to extend her understanding of how children learn and develop. She has recently undertaken a short course around schematic learning, and she would like to extend her knowledge and implementation of this further into her day-to-day practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to protect children from abuse and neglect. She is clear about the importance of keeping accurate records of any concerns and reporting these in a timely way to her local authority social care team. She shows a good understanding of the signs and symptoms that might indicate a child is at risk of harm, including wider issues such as domestic abuse and online bullying. The childminder demonstrates a good understanding of the action to take if an allegation is made against 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:**

- refine the planning of the curriculum so that all activities precisely meet the next steps in children's development
- support children who are not yet talking to make sounds or start to use words.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2637311                                                                           |
| <b>Local authority</b>                             | Cambridgeshire                                                                    |
| <b>Inspection number</b>                           | 10295693                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 2                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2021 and lives in Cambridge. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Julia Sudbury

## 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 her evaluation of the setting.
- The childminder showed the inspector the premises, and they discussed how she ensures that they are safe and suitable. She spoke to the inspector about her intentions for children's learning and provided the inspector with a sample of key documentation.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.

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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