

Childminder report

Inspection date: 20 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 settle well and are happy at the setting. This is supported by the settling-in sessions the childminder provides. Children build good relationships with the childminder and her co-childminder and look to them for comfort and reassurance. Children are provided with challenging and exciting activities based on their interests. For example, children enjoy completing an assault course in the garden, jumping through hoops and balancing. Children are independent and develop these skills throughout everyday activities. For example, they can pour their own drinks, use cutlery during mealtimes and put on their shoes. Children learn new skills rapidly and the childminder ensures they are provided with opportunities to develop the skills they will need for their next stage of learning.

Children are kind to each other and demonstrate a good understanding of the boundaries in place at the setting. The childminder displays the rules around the setting and refers to them when a child struggles with their emotions. For example, when children do not want to share, the childminder reminds them about being kind to others, using 'kind hands' and taking turns with friends. Children demonstrate a good understanding of these boundaries, and the childminder supports children when they find it difficult.

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

- The childminder has implemented a curriculum based on observations of the children both in her setting and in the other settings they attend. She found that children struggled with their social interactions and confidence, due to the impact of the COVID-19 pandemic. Therefore, the childminder has focused her curriculum on developing children's personal, social and emotional skills to strengthen the foundations for learning when they move on to school.
- The childminder shares information with parents daily about their children's care. At the end of each week, she sends parents information about the next week's learning objectives. She suggests activities that they can try at home as well as sharing the weekly story. Therefore, children access focused learning both at the setting and at home.
- Children enjoy participating in group role-play activities where they use their excellent language to communicate. The childminder facilitates children's learning by providing them with the props they need. She encourages children to join in and offers support. For example, she encourages them to ask a question to the group. Children develop a broad imagination, re-living past events and sharing experiences from their home life. They develop important social interactions and continue to practise and use their language skills.
- The childminder reads to children with enthusiasm and they are excited to listen to the story. The childminder asks questions and uses props. This gives children

a greater understanding and keeps them engaged and focused on the task at hand. However, not all activities are exciting and engaging. Therefore, children are not always enthusiastic and motivated to join in.

- Children learn about healthy eating through regular discussions at mealtimes. For example, they take part in cooking activities. When eating the ice lollies they have made, they discuss the healthy fruit they used. Children are given opportunities to try new flavours, such as water with added fresh fruit. Children talk about the different tastes and comment 'delicious' when they try new things.
- The childminder provides children with an outside area that is fully equipped with resources such as a slide, playhouse and water wall. However, children do not explore the natural environment or learn about the natural world around them, such as the birds, flowers and insects.
- The childminder provides children with learning opportunities to support school readiness. For example, children learn to recognise their name and develop their mathematical skills, such as counting and number recognition. This means that children develop strong foundations in their learning, ready to extend their skills when they move on to school.
- Parents describe the setting as a 'positive environment for children'. Children settle quickly and are happy to attend each day. Parents describe the childminder as 'caring' and 'supportive'. They are very grateful for the excellent communication she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She can discuss the signs of a range of concerns, such as abuse and neglect. She attends regular safeguarding training, including on issues such as radicalisation, county lines and breast ironing. Therefore, the childminder is confident to talk about the signs of safeguarding issues and knows who to report any concerns to. The childminder is confident to contact the local authority designated officer regarding concerns about another professional or a 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:

- enhance activities and teaching to inspire and motivate children, engaging them consistently and extending their learning as much as possible
- strengthen the learning experiences to support children's curiosity about the natural world.

Setting details

Unique reference number	2651955
Local authority	Cambridgeshire
Inspection number	10260145
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 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and works in the home of her co-childminder in Huntingdon, Cambridgeshire. She operates all year round from 7.30am to 5pm, Monday to Friday, 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 childminder and has taken that into account in their evaluation of the provision.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, 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 on the setting with the inspector.
- The childminder shared a sample of documents with the inspector, including evidence of training and the suitability of those living on the premises.

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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