

Childminder report

Inspection date: 21 March 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 are happy and well settled. They show that they feel safe and secure in the childminder's care. The childminder knows children well and provides a safe environment. She encourages children to be curious and to share their ideas. Children benefit from meaningful hands-on experiences that the childminder provides. They have plenty of opportunities to practise and develop good physical skills, both inside and outside. The childminder builds on children's interest in the natural world. For example, when children find a slug in the garden, she explains the best habitat that would suit it.

The childminder places a strong emphasis on children's communication and language development. She talks to children, introduces new words and provides clear explanations that help them understand. For example, at snack time she asks if children are 'peckish' and gives a clear explanation about what the word means. Children thoroughly enjoy looking at books and ask questions about the stories. They spontaneously sing songs, remembering words and actions. Children are confident and articulate communicators, who develop a wide vocabulary that enables them to share their ideas and thoughts coherently. The childminder speaks very clearly and recasts what children say. This is very effective in helping children to master speech sounds from an early age.

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

- The qualified childminder has a good understanding of typical child development. She plans a clear curriculum that helps children build knowledge and skills over time and achieve their developmental milestones. The childminder understands that children benefit from repetition to help them securely embed their learning. For example, she provides a varied range of experiences that help children to build muscle control in their hands.
- Parents are positive about the care and learning experiences their children receive. They state that the childminder shares information about their child's learning regularly, and they know what their child needs to learn next. Parents notice the progress their children make, particularly in their social skills, confidence and speech.
- The childminder works well in partnership with other providers that children also attend. She establishes effective information sharing with key persons to help her to provide children with consistency and continuity in their learning experiences. This contributes to the good progress children make.
- Children receive lots of praise and encouragement from the childminder, who acts as a good role model for them. They build good levels of self-esteem. Children confidently engage with visitors, eager to share their play and explorations. They show kindness towards each other and build good

friendships. Children are well-mannered and show respect towards each other, the childminder and her home.

- The childminder is well organised and has a clear plan of what she intends children to learn. However, she sometimes tends to over-direct children's learning. For example, the childminder gives clear and precise instructions on how to create a 'sheep', including re-positioning the sheep's eyes. This hinders children's imagination and creativity, and at times they lose interest.
- Sometimes, the childminder does not adapt her approach and the learning experiences she provides to meet the needs of the different ages of children present. She tends to focus her interactions and activities to engage older children. Younger children join in and benefit from the discussions. However, the childminder's practice is not always focused to meet their individual stage of development or support their specific interests.
- The childminder is committed to providing children with good quality care and learning experiences. She ensures that mandatory training is regularly refreshed and identifies areas to develop her knowledge, skills and practice further. For example, the childminder has completed training about children's brain development to help her understand more about how children learn.
- Children enjoy regular outings with the childminder. This gives them experiences that help them make sense of the world. They attend stay-and-play groups with the childminder, which helps to develop their social interactions with others. Children enjoy visits to local parks and learn about the local community and people who can help them, such as firefighters.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children safe from harm. She attends regular training about safeguarding and child protection. The childminder confidently identifies possible indicators of abuse and neglect. She has a secure understanding of the processes to follow should she have any concerns about a child's welfare. She knows what to do should she receive an allegation against herself. The childminder has a good understanding of safeguarding issues such as the risk to children of being exposed to extremist ideas.

What does the setting need to do to improve?

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

- encourage children to pursue and develop their ideas to promote their imagination and creativity further
- adapt and review practice further to support all children's learning and development, taking into account their individual stage of development and interests.

Setting details

Unique reference number	2652427
Local authority	Cambridgeshire
Inspection number	10282074
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Gail Warnes

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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- 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 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