

# Childminder report

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Inspection date: 30 September 2021

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### **The provision is good**

Children are relaxed and comfortable in the childminder's home. They are confident to explore the toys and resources available to them and make their own play choices. Children have formed close, loving relationships with the childminder and her assistant. Children consistently seek them out to join in their play or to read books to them as they snuggle on their knees. The childminder and her assistant are loving and kind to the children they care for. They provide cuddles and reassurance when children are upset or when they wake from a sleep.

Children enjoy imaginative play. They 'feed' their dolls with real baby bottles and wrap them in a blanket for a sleep. Children talk about what they are doing and chat together, making up stories to go with their play. They have good opportunities to develop their fine motor skills and strengthen the muscles in their hands when they use a variety of tools with dough. Children roll, pat and squeeze the dough to make their creations, such as a snake and strawberry birthday cake.

Children behave well for their young age. They play well together and form close friendships. Any minor squabbles are sensitively handled by the childminder and her assistant. They help children to understand how to behave, for example by consistently reinforcing messages about sharing and taking turns. Children are encouraged to use their manners when appropriate.

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

- The childminder consistently reviews children's progress and thinks about what they need to learn next. She uses this information when planning and carrying out activities to ensure that children's learning is extended and they continually develop in their knowledge and skills. Both the childminder and her assistant demonstrate a clear understanding of children's individual personalities and learning styles.
- Children show increasing independence in their self-care. They confidently follow the daily routines for handwashing before eating and after toileting. They are encouraged to dry their own hands and place the used tissue in the bin themselves.
- There is a strong focus on developing children's communication and language skills. The childminder and her assistant constantly speak to children as they play. They repeat words for reinforcement to babies, such as 'cut, cut, cut' as they use scissors to make snips in the dough. Children speak well for their age, which demonstrates their increased vocabulary. They confidently put their own narrative to books they 'read' to their friends. Children are confident to sing a familiar nursery rhyme to everyone in the room.
- The childminder and her assistant support children's understanding of number,

shape and size as they play. They encourage children to count objects and group them by colour. Children confidently tell the childminder that they now have two pieces when the dough snake they have made breaks in half.

- The childminder regularly talks to parents about their children's progress. They work together to meet their individual needs, such as when toilet training. Parents feel that the childminder is friendly, caring and well organised. They like the 'home-from-home' care she provides. The childminder considers the views of parents when reflecting on her practice.
- The childminder consistently assesses her home so that children can play in a safe and secure environment. Children are unable to access areas of the home not used for childminding and are always supervised by the childminder or her assistant. Children are taught to show love and respect for animals and how to be gentle with the family's pet dogs when stroking them.
- The childminder monitors her assistant through observations of her practice. They both complete mandatory training, such as first aid and safeguarding. However, there is less focus on identifying and completing professional development opportunities that will help to enhance the teaching of the curriculum to the highest level for both the childminder and her assistant.
- The childminder showed sensitivity to the needs of the children and their families during periods of lockdown, due to the COVID-19 (coronavirus) pandemic. She shared her toys and resources and gave parents ideas of how to continue to support their children's learning at home. The childminder regularly made video calls to the children to keep in touch and ensure that the close bonds were maintained.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to protect and keep children safe in her care. Both the childminder and her assistant demonstrate a clear understanding of how to recognise the different signs and symptoms of abuse. This includes the signs that indicate that children may be at risk of wider safeguarding issues, such as radicalisation and female genital mutilation. The childminder has appropriate procedures in place for reporting concerns about children and adults to the appropriate authorities.

## What does the setting need to do to improve?

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

- target professional development opportunities to help raise the quality of teaching to an even higher level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY224582                                                                          |
| <b>Local authority</b>                             | Cambridgeshire                                                                    |
| <b>Inspection number</b>                           | 10209176                                                                          |
| <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 11                                                                           |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 15                                                                                |
| <b>Date of previous inspection</b>                 | 17 November 2016                                                                  |

## Information about this early years setting

The childminder registered in 2002 and lives in Whittlesey, Cambridgeshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education. She works with an assistant.

## Information about this inspection

### Inspector

Carly Mooney

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 inspector discussed the learning environment with the childminder and how the setting is organised.
- The inspector observed interactions between the childminder and the children. She also observed the childminder's assistant interacting with the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents' written views were taken account of by 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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