

Childminder report

Inspection date: 24 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have secure relationships with the childminder. They enter the homely setting happy, and they settle at activities quickly. Children demonstrate that they feel safe and secure with the childminder. For instance, younger children cuddle close when visitors arrive. The childminder responds warmly and attends to their needs.

Children learn to be independent as part of the daily routine. The childminder has a varied curriculum in place. She considers children's interests and their current stage of learning. Children are confident, and they are eager to explore the well-thought-out activities the childminder plans. They are encouraged to be inquisitive, as the childminder provides resources and activities to explore texture, shape and scent. For example, they collect pine cones and observe the effect of storing them in a warm place and decorate stones they collect on their many walks.

Children behave well. The childminder acts as a positive role model. Children are encouraged to use good manners, saying 'please' and 'thank you'. They learn to share resources and show kindness to each other. The childminder uses sensitive reminders, such as 'gentle hands' and 'nice sitting', to promote the behavioural expectations. Children display high levels of confidence and self-esteem. The childminder offers praise and encouragement. She is quick to celebrate children's achievements, and they smile with pride at their success.

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

- Partnership with parents is good. Parents comment on the childminder's flexibility and willingness to help. They appreciate the various outings the childminder takes the children on throughout the week. They describe the childminder as 'family' and say their children love their time with her.
- The childminder promotes children's language and communication skills. She asks children a range of questions and allows them time to respond. The childminder gives instructions using short, simple language. Children show their comprehension by following the simple instructions that are asked of them. The childminder introduces new words to broaden children's growing vocabulary. For example, she describes the fruit at snack time as 'sour' and 'juicy'. However, she does not always model the correct pronunciation of words to fully support children's language development.
- Children develop a love of books. They listen attentively as the experienced childminder reads stories with expression to gain their engagement. They excitedly lift flaps, turn pages and name characters from the illustrations. Children explore books independently and learn how to handle them carefully. Children begin to repeat the familiar text from stories, such as, 'he was too

grumpy'. They access a wide choice of fiction and non-fiction books to support the development of their language and information gathering skills.

- The childminder plans activities and trips to widen children's experiences. This helps to develop children's social skills and confidence. For example, she takes children to a weekly playgroup and 'story and rhyme time' at the local library. Children enjoy regular walks to the 'fairy woods', where they hunt for sticks and pine cones.
- Children learn the importance of hygiene routines, such as washing their hands before meals and after playing outdoors. The childminder promotes healthy eating. She joins the children at snack times and chats with them about the benefits of eating fruit and vegetables.
- The childminder encourages children to develop their independence, such as putting on their coats and hats before going outdoors. They independently collect aprons and expertly put them on before accessing messy play.
- The childminder ensures that she keeps her required training updated, such as paediatric first-aid and safeguarding training. However, the childminder does not precisely target her training and professional development to enhance the quality of her teaching to the highest level.
- The childminder works in partnership with parents and other settings that children attend. She collects detailed information about what children know and can do. The childminder discusses children's interests and any plans for children's learning with parents and the other settings children attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to report any concerns about children's well-being. She confidently describes the signs and symptoms that could suggest a child is at risk of harm. The childminder regularly refreshes her training to keep her knowledge updated. She has a good understanding of the broader areas of safeguarding, including female genital mutilation and 'Prevent' duty. She confidently describes the process to follow should an accusation be made against a member of her household. The childminder is vigilant in keeping children safe in the community. She teaches children about road safety, and children competently demonstrate 'looking and listening' before crossing roads.

What does the setting need to do to improve?

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

- support children's language development further, such as by modelling the correct pronunciation of words
- seek further ways to focus professional development opportunities on enhancing teaching skills and knowledge to an even higher level.

Setting details

Unique reference number	EY274381
Local authority	Cambridgeshire
Inspection number	10264328
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 June 2017

Information about this early years setting

The childminder registered in 2003 and lives in Huntingdon. She operates from 8am to 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

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 this into account in her evaluation of the provider.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of the education being provided and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a range of 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.

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