

Childminder report

Inspection date: 10 February 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 developed strong relationships with the warm and welcoming childminder. They show that they feel safe and secure in this home-from-home environment. Children are confident in asking for support from the childminder. They seek the childminder for comfort as they enjoy cuddles and affection. Children snuggle close to the childminder as they share their favourite stories together. They spend time observing and discussing illustrations and words in stories. Children are confident and love to sing simple songs and rhymes. They joyfully sing familiar songs, which helps to develop children's speech and language skills.

Children have opportunities to develop their imagination as they re-enact their own experiences during play. For instance, children explore the role-play kitchen. They pretend to make the childminder a cup of tea and prepare cooked meals. Children use their imaginations as they create their own conversations using the telephone.

Children go on outings to places of interest in the local area. They enjoy lots of walking and physical activity. Children visit areas of large open spaces where they explore the local woodland and parks. The childminder encourages children to 'have a go' and take risks on unfamiliar equipment. This helps extend children's physical and risk taking skills.

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

- The childminder has developed a good partnership with parents. They describe how happy their children are and say that the childminder is 'supportive, flexible and personable'. The childminder regularly communicates with parents and shares photos of daily activities. She gives suggestions and ideas to support children's on-going learning. Additionally, the childminder shares information with other providers where children also attend.
- Children behave well. They are polite, kind and courteous. Children listen attentively and follow the childminder's instructions. They happily tidy toys away after playing with them.
- The childminder regularly meets with other childminders and attends local children's groups. Children have opportunity to take part in a variety of activities. They enjoy participating in messy activities and play alongside unfamiliar children and adults. This helps support children's confidence in social situations.
- The childminder supports children's communication and language skills well. She enthusiastically reads to the children and engages in songs and rhymes. For instance, children ask the childminder to create imaginative stories using 'story stones'. This supports children's good progress in their speech and language skills. Children become fully engaged in purposeful activities. For example, they

develop their literacy skills as they use animals to create their own stories using various characters.

- The childminder provides a well-resourced outside area. Children have opportunities to develop their physical strength and coordination skills. For example, they use balance bicycles and ride-on toys. They make marks using large chalks and explore soil using various equipment.
- Children have opportunities to learn about the stages of a plants life cycle. For example, they take part in planting bulbs and seeds. The childminder teaches children and together observe and discuss the process of growth.
- The childminder gathers information about children and their families when they start. She finds out about children's routines and interests at home. The childminder uses this information to support her assessments of children's learning.
- Although the childminder completes mandatory training. She does not focus sufficiently on her professional development to help her improve her teaching skills even further.
- The childminder gives children opportunities to experience the wider community. They enjoy excursions using public transport and visit the local library, care home and shops. However, the childminder does not help children to learn about faiths, cultures and festivals that are different to their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to safeguard children. She completes mandatory training about child protection and safeguarding. The childminder is able to identify signs and symptoms that indicate that a child may be at risk of abuse. She knows the reporting procedures to follow should she be concerned about the welfare of a child. The childminder has good knowledge of wider safeguarding issues, such as the risks of children being exposed to extremist views and female genital mutilation. The childminder teaches children about road safety. She incorporates this into everyday routines. Children learn to listen to the sounds of traffic, walk on the path and cross the road safely.

What does the setting need to do to improve?

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

- strengthen professional development plans to enhance teaching skills and knowledge to the highest level
- provide children with wider opportunities to learn about faiths, cultures and festivals that are different to their own, and appreciate the diverse world in which we live.

Setting details

Unique reference number	EY286511
Local authority	Cambridgeshire
Inspection number	10276617
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 July 2017

Information about this early years setting

The childminder registered in 2004 and lives in Cambridge. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kerrie Osler

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector took account of the views for parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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