

Childminder report

Inspection date:

26 February 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children's behaviour shows that they feel at ease in the care of the childminder. They confidently move around her home and engage well with the childminder and each other. Children are learning to share and they show compassion and support to each other. As toddlers become tired, they spontaneously climb onto the childminder's lap for a refreshing cuddle. The childminder provides a safe, secure and well-resourced learning environment that overall supports children's learning.

Children are interested learners and show focus and motivation. Toddlers develop hand-to-eye coordination as they play with shaped posting toys. Older children show resilience as they play with building blocks, working out how to fit them together and get them to balance. Children show pride in their achievements and ask for photographs to be taken as a record. Children of all ages listen well to the childminder and are able to follow age-appropriate instructions.

Children are developing independence. Toddlers help themselves to books and sit down to look at them, confidently turning the pages. Older children know where their coats and shoes are stored and how to put them on. All children make good use of the childminder's outside space, even on cold and damp days.

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

- Children are learning about healthy lifestyles. They have free access to water and are regularly reminded to have a drink. As children come in from the garden, they are reminded to wash mud from their hands. At mealtimes, children are encouraged to eat savoury food before moving on to sweeter items.
- The childminder provides children with a wide range of activities and naturally joins in with children's play, narrating what they are doing and supporting early language development. However, the childminder does not always fully recognise opportunities to build on what children already know and can do, to further extend their knowledge and learning. For example, at times, she moves children on to new activities before they have had time to fully explore and become highly involved in the current one.
- Children take part in a range of learning experiences away from the childminder's home. As they visit local parks and feed ducks, children develop an understanding of the world around them. Children develop social skills as they spend time with other childminders and their children and visit local toddler groups. They have opportunities to develop physically by using climbing equipment and swings during trips to local parks.
- The childminder demonstrates a good understanding of the interests and emotional needs of children in her care. She uses this knowledge to plan activities that, on the whole, support children's ongoing development. The

childminder can talk confidently about children's capabilities. However, occasionally, her assessments of children's progress are not sufficiently focused to help her to identify and support children to make the very best progress in their learning.

- As children explore blocks and play dough, the childminder weaves in opportunities to count and learn about colour. However, at times, the childminder misses opportunities to support children's understanding of wider early mathematical concepts, such as capacity, size and weight.
- Parents are positive about the childminder. They value the wide range of activities their children take part in and describe the childminder as being professional and reliable. Parents feel actively involved in their children's learning and talk about how their children are developing into 'wonderful' people. The childminder has links with other settings that children attend and shares information about their progress and development.
- The childminder demonstrates a commitment to tailoring her provision to meet the needs of the children in her care. She is part of an informal network of local childminders who pool and share resources. This enables her to have access to a wider range of resources to meet individual children's interests. The childminder makes use of professional membership to undertake online training and keep up to date with good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to protect children from abuse and neglect. She is confident in recognising the signs that a child might be at risk of harm and is clear about how to report concerns to the appropriate bodies. The childminder keeps up to date with guidance from the local authority. She has a good understanding of wider safeguarding concerns, such as female genital mutilation and the 'Prevent' duty. The childminder knows how to respond to a child protection allegation against an adult in her home. The childminder keeps accurate records of children's hours of attendance.

What does the setting need to do to improve?

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

- make the most of all opportunities to extend and build on children's knowledge and skills during their play to strengthen their development even further
- enhance opportunities for children to develop a secure understanding of wider early mathematical concepts with specific regard to capacity, size and weight
- refine assessments to help to ensure that children's development is precisely understood, so that next steps are identified in a timely manner and help children make even better progress in their learning and development.

Setting details

Unique reference number	EY330790
Local authority	Cambridgeshire
Inspection number	10113157
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 November 2015

Information about this early years setting

The childminder registered in 2006 and lives in Cambridge. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has a childcare qualification at level 3.

Information about this inspection

Inspector

Julia Sudbury

Inspection activities

- The inspector looked at all areas of the home used for childminding.
- The inspector held discussions with the childminder about the activities that she plans and how these benefit children's learning and development.
- The inspector took account of the views of parents expressed in written responses. She spoke to children at appropriate times during the inspection.
- The inspector sampled a variety of documentation, including first-aid certificates and children's records, and checked evidence of the suitability of all persons living at 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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