

Childminder report

Inspection date: 9 March 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 enjoy their time in the home of this warm and welcoming childminder. The childminder has formed strong relationships with children and their families. Children show they feel safe and secure in her care. Babies enjoy cuddles and relish the playful interactions from the childminder.

The childminder is kind, caring and respectful. She is a positive role model and reminds children of the importance of good behaviour. Therefore, children behave well. The childminder encourages children to be independent and make their own choices. For example, children select from a variety of fruit. The childminder teaches children how to use a knife safely as they help to prepare fruits for snack time.

Children listen to the childminder's calm and loving tone. They respond with positive gestures as the childminder praises children's efforts and achievements. Children lead their own play. They have access to a wide range of readily available resources. The childminder organises stimulating activities and challenges their physical abilities. She encourages babies to move as they learn to roll over. Younger children build confidence as they learn to climb steps on slides and unfamiliar equipment.

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

- Parents praise and comment about the care and education the childminder provides. The childminder shares regular information about children's everyday activities and their developmental progress. Parents compliment the childminder's communication through organised messaging and one-to-one discussions. The childminder gives ideas and information to parents. This supports children's continued learning at home.
- Children have access to a large open space. The childminder has created a stimulating outdoor learning environment. Slides, climbing frames, sand, water and ride-on toys are readily available. This helps to develop children's physical skills.
- The childminder places a strong emphasis on teaching children about their wider community. For example, children enjoy organised trips to the library, toddler groups, parks and restaurants. This continually supports children's knowledge about the world in which they live.
- The childminder is very positive and enthusiastic. She is proud of the care and education she provides for children and their families. The childminder ensures she keeps her professional knowledge up to date. For instance, she undertakes online courses to expand her knowledge even further.
- Children learn about the world around them. They show excitement as they find

a nest. The childminder extends children's learning when they plant fruit and vegetables, and she encourages them to observe the changes as they grow. The childminder also helps children to find information in reference books.

- The childminder provides children with a cosy corner where they can sit and relax during the day. Children have opportunities to explore a range of age-appropriate stories and puppets. The childminder reads stories to babies and young children. Children enjoy pointing to illustrations in books as the childminder repeats words and phrases. This helps to support children's speech and language development.
- The childminder follows the care routines of young children, meeting their needs well. She provides healthy, home-cooked meals. Children have access to fresh drinking water throughout the day. The childminder gives ample opportunity for children to develop their social skills as she sits together with them during mealtimes.
- The childminder provides children with lots of purposeful toys and resources. However, she does not organise the play area efficiently. Children do not always have the space to move confidently and freely.
- The childminder supports children's communication skills well. She interacts with children at their level and encourages them to talk. Children smile as they roll a ball and push toys to the childminder. The childminder explains what is happening, discussing the direction of objects and colours. However, sometimes, the childminder asks too many questions and makes too many statements at one time. This limits children's time to think and respond.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes mandatory safeguarding and child protection training. She has a secure knowledge of the possible signs and symptoms of abuse that may indicate a child is at risk of harm. The childminder has a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extremist views or female genital mutilation. She has a secure understanding of the reporting procedures should she have any concerns about a child's welfare. The childminder ensures she follows safe sleeping practices for children. She supervises children closely throughout the day, ensuring they are always kept safe.

What does the setting need to do to improve?

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

- organise the play area to ensure children have sufficient space to play
- give children more time to think and respond to questions to extend their communication skills further.

Setting details

Unique reference number	EY378497
Local authority	Cambridgeshire
Inspection number	10279840
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	0 to 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 August 2017

Information about this early years setting

The childminder registered in 2008 and lives in Cambridge. The childminder operates from 8am until 6pm, Monday to Friday, all year round, excluding 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 childminder and has taken that into account in her evaluation of the childminder.
- The childminder and the inspector completed a learning walk together, discussing the curriculum provided for children.
- The childminder and the inspector completed a joint observation of an activity and discussed the learning that took place.
- The inspector observed interactions between the childminder and the children.
- The inspector viewed written feedback provided by parents.
- 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.

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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