

Childminder report

Inspection date: 31 October 2022

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 are happy in the care of the childminder and settle quickly into this nurturing home-from-home environment. The childminder creates a warm and friendly atmosphere where children are confident, safe and emotionally secure. Children's behaviour is positive. The childminder makes them aware of simple rules in the setting and children understand and follow these well. For example, children point to the behaviour rules displayed and discuss how they 'cannot jump on the sofa as it is not safe'.

Children make their own decisions about their play and choose from a wide range of resources. They develop their creative skills and take pleasure in painting and designing their own pumpkins on paper plates. The childminder provides fun and engaging activities that support children's social skills. For instance, the children enjoy dancing to nursery rhymes with their friends and excitedly sing along and join in with the actions. The childminder provides children with support and encouragement to try new things. This helps children to build excellent levels of self-esteem and can-do attitudes. Children are becoming increasingly independent. They learn how to tidy away their toys and put on their shoes and coats. The childminder supports children well with toilet training.

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

- The childminder makes regular assessments of what children know and can do. She quickly identifies any gaps in children's learning and puts appropriate support in place. This helps children to gain key skills in readiness for the next stage of their learning.
- The childminder employs effective care practices. She provides children with home-cooked, healthy and nutritious meals and encourages them to try new foods. The childminder establishes stringent hygiene practices to promote children's good health. They instinctively know to wash their hands before mealtimes. Children have opportunities to be physically active each day when they play in the garden or attend local outings. The childminder thinks of creative ways to help children learn about good oral health. For instance, they brush 'germs' off plastic teeth to learn how to brush their teeth correctly.
- The childminder has established an ambitious curriculum that supports children's individual needs and development. Children develop their physical skills as they actively explore and investigate their environment. For instance, children eagerly use tweezers to collect plastic spiders from a 'web' and place them into cups.
- The childminder places a high priority on promoting children's personal, social and emotional development. She supports children skilfully to understand and express their feelings and emotions. The childminder shows that she values their efforts and achievements and praises them. As a result, children are confident

and show a willingness to have a go.

- The childminder builds strong partnerships with parents. Parents discuss that they feel well informed about what their children are learning and how they can support them at home. They comment that the childminder is caring and approachable and their children are making excellent progress in her care.
- The childminder teaches children some mathematical concepts. For example, she encourages them to find the correct numbers for the date on the calendar. However, the childminder does not always make the most of opportunities as they arise, particularly during planned activities, to encourage children to count and use numbers to support their mathematical development.
- The childminder understands the importance of supporting children's communication and language development. She introduces new words and models correct language. This supports children to increase their vocabulary. Children recall songs they have learned and giggle as they sing 'Incy Wincy Spider' together. However, at times, the childminder asks questions but does not give children time to think and respond, to further support and extend their developing language and thinking skills.
- The childminder demonstrates a passion for providing children with the best possible opportunities and experiences. She continually improves her skills by attending courses and keeping her knowledge up to date. This helps her to continue to support children's learning and development effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective knowledge of child protection procedures and keeps up to date with current safeguarding information. She understands her responsibility to refer any concerns to the appropriate safeguarding agency. The childminder knows the children in her care and their families well. She is alert to any changes that may indicate they need support. The childminder can identify potential signs of abuse and children who may be at risk of radicalisation. She understands what to do in the event of an allegation being made against herself or her family. The childminder carries out regular checks of her premises to ensure it is safe for children.

What does the setting need to do to improve?

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

- make full use of opportunities during interactions with children, to extend their learning of mathematical concepts
- give children more time to think and respond to questions, to strengthen their thinking and problem-solving skills.

Setting details

Unique reference number	EY415193
Local authority	Cambridgeshire
Inspection number	10235449
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	14
Date of previous inspection	5 January 2017

Information about this early years setting

The childminder registered in 2010 and lives in Manea, Cambridgeshire. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder 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

Laura Redmond

Inspection activities

- This was the first routine inspection that 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 their evaluation of the setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at relevant documentation, including written evaluations from parents provided for the inspection.
- The inspector observed interactions between the childminder and the children and assessed the impact this has on children's learning.
- The inspector and the childminder reflected on a learning experience for the children.
- Children spoke to the inspector throughout the inspection and told her what they like to do at the setting.

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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