

Childminder report

Inspection date: 13 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, relaxed and very well settled. They build strong bonds with the enthusiastic childminder and show that they feel safe and secure in her care. Children choose from a wide range of toys and resources. They are keen to share and seek out play with their friends. This reflects the nurturing and inclusive environment that the childminder provides.

Children listen to the childminder, who provides clear and consistent explanations that help them understand how to behave well. Children take turns as they play and learn to express their needs and emotions clearly. They gain good levels of self-control and show understanding and respect towards their friends. They are eager to explore and play. Children show curiosity in the world around them. They learn how ice melts and talk about the different-sized ice cubes.

Children thoroughly enjoy being with the childminder. They regularly attend a range of outings each week with her. They attend events at the local library and toddler groups and have good opportunities to run, climb and explore at local parks. Children learn about people and communities that are different to their own. For instance, they learn about Chinese New Year celebrations. This helps them to gain an understanding of their similarities and differences.

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

- The enthusiastic childminder is well organised. She is passionate about her role to provide children with fun and stimulating experiences that inspire them to learn. She gathers information from parents to understand what children know and can do when they start. She helps children to gain secure knowledge and skills to support the next stage in their learning.
- The childminder works well in partnership with parents. She provides parents with daily updates about their child's day, their progress in learning and ideas to support ongoing learning at home. Parents are very positive about the childminder. They state that their children feel safe in her home and enjoy the trips and outings they make. They add that they feel well informed about their child's progress in learning.
- The childminder knows children well. She plans activities to reflect children's individual stage of development and their emerging interests. She adapts teaching effectively to support each child to join in and explore. Children have time to concentrate and explore to their satisfaction. For instance, they fill containers with different-sized and textured heart shapes. They learn about size and measure as they balance scales using ice cubes of varying size.
- Children become confident talkers who are keen to share their thoughts and ideas. The childminder listens to what children say and builds meaningful

conversations with them. She asks questions and repeats words to help children develop clear pronunciation. She introduces words as children play to help them build wide vocabularies. For instance, children tell the inspector the bag of water beads is 'cold and squidgy'.

- Children have good opportunities to follow their interest in drawing and writing. They use paint to create Valentine's Day cards for their families. They manipulate ice-cube trays to release small heart-shaped ice cubes. This helps them to gain increasing control of the small muscles in their hands. Children use pens and begin to give meaning to the marks they make.
- The childminder is a good role model for children. She teaches children good hygiene routines that help them to gain independence, such as washing hands before they eat food. Children enjoy a range of nutritious foods that the childminder prepares from scratch, such as spaghetti bolognese and jacket potatoes with salad.
- Children receive lots of praise and encouragement. They are keen to try new things, and they develop positive can-do attitudes. The childminder provides a positive atmosphere where children are valued. She displays the pictures they create on her walls. This also helps children to build good levels of self-esteem.
- The childminder attends regular training to keep her knowledge about safeguarding children and paediatric first aid updated. However, she does not precisely target her professional development to enhance her teaching to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training and conducts online research to help to keep her knowledge about child protection updated. She knows the possible indicators that a child is being abused. She knows what to do should she have any concerns about a child's welfare. The childminder has a good knowledge of wider safeguarding issues, such as the risk to children of being exposed to extremist views or behaviours. She ensures appropriate suitability checks of adults living in her home are completed.

What does the setting need to do to improve?

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

- seek further ways to precisely focus professional development opportunities to enhance teaching skills and knowledge to the highest level.

Setting details

Unique reference number	EY429467
Local authority	Cambridgeshire
Inspection number	10062139
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	25 January 2016

Information about this early years setting

The childminder registered in 2011. She operates each weekday, from 7am until 6pm, all year round except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- A number of parents shared their views through written feedback which the inspector took into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020