

Childminder report

Inspection date: 9 March 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and well settled. They build strong bonds with the childminder and show that they feel safe and secure in her care. Children chat confidently with the childminder about their morning at pre-school. They develop increasing independence in their self-care and hygiene routines. For example, children understand when and why they wash their hands often so they 'wash away the germs'.

Children listen to the childminder and follow instructions well, showing good levels of attention. They concentrate as they carefully spoon the required ingredients into a bowl to make biscuits. Children choose what flavour biscuit they make and who they will give them to in their respective families. They are eager to join in with activities. Children confidently choose from the good range of toys and books that the childminder provides. They smile broadly as they make water spray, and laugh when the cold water splashes on their faces.

Children are well behaved and routinely use courteous language. They learn to share and take turns as they play. Children enjoy each other's company, choosing to play cooperatively together. They establish firm friendships, giggling and sharing experiences. Children benefit from the clear messages the childminder gives that help them to understand how their actions may affect others.

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

- The childminder is committed to providing children with good-quality care and learning experiences that help them to be ready for the move to school. She observes children as they play and identifies what they need to learn next. The childminder organises the curriculum well to help children build on what they already know and make good progress.
- The childminder works well in partnership with parents. She ensures parents receive regular information about their children's learning and how to support ongoing learning at home. Parents are very positive about the childminder. They state that she welcomes children into her family and provides a warm and safe environment. They share that their children build close relationships with her and that she knows children well.
- Children become confident communicators and develop a wide vocabulary. The childminder is enthusiastic in her role. She talks to children during daily routines and activities, introducing words to support their understanding. However, sometimes she does not give children long enough to think and respond to questions. This means that they have reduced opportunities to share their ideas and thoughts.
- Children have good opportunities to develop their hand-to-eye coordination and

small-muscle control. For example, the childminder plans purposeful activities using play dough and baking biscuits. She understands how these are beneficial to help children hold pencils and pens and supports their interest in writing and drawing. Children thoroughly enjoy mixing ingredients to make biscuits. They use their hands to push, squeeze and shape the dough. They say the mixture is 'sticky' and laugh when the childminder says their hands are 'massive' when the dough sticks to them.

- The childminder helps children to develop a good understanding of early mathematics. She encourages children to count as they measure out ingredients and think about if they need 'more' or 'less'. Children identify numerals on weighing scales and compare the measured quantities. The childminder gives children lots of praise and encouragement. This motivates children to have a go and helps them build good levels of self-esteem.
- Children enjoy regular outings with the childminder, who builds on children's preference to play outside. She helps children develop imaginative and creative play. For instance, children build dens when they go to play parks and they create crowns using fallen leaves.
- The childminder establishes an effective two-way flow of information with children's key person at other settings that they also attend. This helps to provide children with consistency in their care and learning.
- Children enjoy a good range of healthy meals and snacks. The childminder prepares meals from scratch using fresh ingredients. She encourages children to try new flavours and textures and involves them in choosing the menu each week.
- The childminder reflects on her practice to help to improve children's learning. She ensures that required training for safeguarding and paediatric first aid is updated regularly. However, she has not established a targeted plan of professional development to help to enhance her knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training about safeguarding children. She confidently fulfils her role to protect children from harm. The childminder 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 talks to children about online safety to help them understand how to keep themselves safe. She has a good knowledge of wider safeguarding issues, such as the risks to children of being exposed to extremist views or behaviours.

What does the setting need to do to improve?

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

- give children enough time to think and respond to questions and statements so they may share their ideas and thoughts
- seek professional development opportunities to raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY432605
Local authority	Cambridgeshire
Inspection number	10124912
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	3 to 12
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 February 2016

Information about this early years setting

The childminder registered in 2011. She operates Monday to Friday from 7.30am until 6pm all year round, except for bank holidays and family holidays.

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.

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