

Childminder report

Inspection date: 15 November 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	Met
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time spent in this homely environment. They create strong bonds with the childminder, who is kind and attentive to their needs. She responds quickly to their emotions and offers cuddles and comfort, which children willingly receive. This demonstrates that children feel safe and secure in her care. Children's behaviour is good. They learn to be considerate of each other with support from the childminder. She regularly praises children for their efforts. Children are curious and explore a range of activities and resources. They develop their concentration skills through engaging activities. For example, they explore the texture of spaghetti. This helps children to embed their knowledge through using their senses.

Children's health and well-being are promoted well. They are physically active and enjoy their outdoor play. The childminder has enhanced the garden with challenging play equipment to support their physical development. Children enjoy ball games, as they kick and throw balls to the childminder. They benefit from visits to local parks which challenge them further. Children take part in daily teeth brushing and eat healthy fruit for snack. The childminder encourages parents to provide nutritional lunches for children to enjoy.

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

- The childminder knows the children well and incorporates their interests and fascinations into activities she provides. She plans an environment based on the seven areas of learning of the 'Statutory framework for the early years foundation stage'. This ensures the activities and resources children access are broad and balanced. The childminder works closely with parents to gain a good understanding of what skills and knowledge children already have. From this, she challenges them further which helps narrow developmental gaps.
- Children develop a love for books. They listen intently to stories the childminder reads. Children also enjoy looking at books independently. The childminder uses books to reinforce her teachings. For example, as children play with small-world animals, the childminder reads farm stories. Together they point out pictures of animals they find and talk about where they live. This helps to extend children's understanding of the natural world further.
- The childminder weaves mathematics into activities. For example, as children use shape sorters, the childminder tells them shape names, such as 'oval'. As children make marks on paper with coloured pens, the childminder comments on the colours they choose.
- Overall, children's language and communication skills are progressing well. The childminder asks appropriate questions as they play and provides a running commentary. She sings songs with the children and encourages them to sing

along. She pronounces words clearly for children to expose them to the English language. However, the childminder does not always introduce a wider vocabulary during their play to extend children's language even further.

- The childminder helps to widen children's social interaction opportunities. They regularly visit other local childminders where they mix with other children. This helps to support their socialisation skills from a young age.
- The childminder prepares for children's transitions well. They begin their time with the childminder through a gradual settling-in period, building upon the time they stay according to the individual child's needs. Parents provide information about their children, which helps the childminder to settle the children effectively. The childminder uses observations to complete children's developmental checks. She shares these with parents and relevant professionals, such as health visitors. The childminder meets with key persons when children transition to nursery and shares relevant information to support their needs.
- The childminder expands her knowledge and understanding through independent research, reading and professional development. She is reflective in her understanding of child development and is keen share her knowledge with children's parents.
- Parents are positive about the care the childminder provides. They say their children thrive in a 'good range of indoor and outdoor experiences'. Parents are pleased that their children experience new opportunities and play, for example messy craft activities, such as painting. They are grateful for the effective communication methods used to share information about their children's day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues and keeps her knowledge up to date. She has good knowledge of wider safeguarding concerns such as extremist views and behaviours. She is aware of the different types of abuse and knows what action to take should she be concerned about the welfare of a child. The childminder is aware of the local procedures she must follow to report any child protection concerns. She provides a safe environment both indoors and outdoors for children to use. She ensures adults living in or visiting the household are deemed suitable.

What does the setting need to do to improve?

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

- introduce a wider vocabulary to children to support their language development further.

Setting details

Unique reference number	EY440041
Local authority	Cambridgeshire
Inspection number	10235632
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 2012 and lives in Cambridge. She operates all year round, from 8.30am until 5pm, Tuesday, Wednesday and Thursday, except for bank holidays.

Information about this inspection

Inspector

Rachael Small

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children both indoors and outdoors.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including first-aid certificates.

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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