

Childminder report

Inspection date: 20 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 benefit from the consistent attention and support that the experienced childminder gives them. They join in with a variety of interesting activities. Children are encouraged by the childminder, who plays alongside them most of the time. They also enjoy their more independent play together. Even young children form good relationships and know how to get along well with one another. Children regularly go out to playgroups and parks within the local community. They play contentedly in the childminder's inviting home. They enjoy singing and dancing together. Children create pictures that reflect the autumn weather and share well-chosen books and stories. They are proud of their work and their achievements.

Children's learning is well supported. The childminder plans a wide range of purposeful activities, which help them to develop new skills and practise existing ones. These are well aimed at the skills children need to acquire. Children receive lots of new information from the childminder. This helps them to learn about the world around them. For example, while they use the leaves they have collected on a walk to make a collage, she talks to them about what squirrels eat.

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

- The childminder delivers good standards of care and education. She has a clear vision for what she provides. She is very well organised throughout the day. Consequently, she has lots of time available to dedicate to supporting children as they play and learn.
- The childminder adapted her practice during the COVID-19 pandemic to take account of the children's, and their families', needs. She recognised the necessity to provide more challenge for children who stayed with her during their Reception Year. She worked in partnership with the school to identify what she could do to help prepare children for the next stage in their learning.
- The childminder encourages children's independence during routine activities. For example, she teaches children how to turn the pages in the book and to tidy away toys after play.
- Children have close and warm relationships with the childminder. This helps them to feel safe and secure in her care. Children talk to the childminder about their likes and dislikes and how they feel. The childminder actively supports children to develop their understanding of their own, and others', emotions.
- Children behave very well. The childminder shares her clear boundaries and expectations with children. This helps them to learn how to manage their own behaviour and safety.
- The childminder has a good understanding of how to support children who speak English as an additional language. She learns key words and phrases in children's home language to use with children when they first begin. The

childminder is respectful and supportive of families' home cultures. This helps all children to feel fully included and welcome.

- The childminder has an appropriate curriculum in place, with which she plans to meet children's learning needs. She ensures that all areas of learning are covered in what she does. This contributes to children making good and steady progress in their learning. However, there is less focus from the childminder on helping children to develop their early mathematical skills.
- The childminder introduces new words and language through conversations. For example, she talks to children about acorns and pumpkins. Young children frequently attempt to say new words. However, the childminder does not consistently encourage children to share their thinking or give them enough time to formulate their own ideas and suggestions.
- Partnerships with parents, who are very positive about the childminder's provision, are effective. The childminder works closely with them to support their children's learning at home. The childminder shares her regular ongoing assessments with parents, as well as those she has to complete, such as the developmental check between the ages of two and three years. Daily conversations help parents to be involved in their children's education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what is happening in children's home lives. She recognises how this may support her to identify any safeguarding concerns. The childminder knows how to signpost or refer families for support where needed. She completes relevant training, which helps her to have a clear understanding of the types of abuse and/or neglect that children may experience. The childminder continues to seek further ways to strengthen her understanding of how to keep children safe.

What does the setting need to do to improve?

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

- enhance the opportunities for children to gain a stronger understanding of mathematical concepts, including number and shape, space and measure
- give children more time and encouragement to express their thoughts to develop how well they can articulate their own ideas.

Setting details

Unique reference number	EY446818
Local authority	Cambridgeshire
Inspection number	10235776
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	9
Date of previous inspection	15 December 2016

Information about this early years setting

The childminder registered in 2012 and lives in Cottenham. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- This was the first routine inspection that the childminder received since the COVID-19 pandemic began. The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder explained the curriculum she has in place for children to the inspector.
- The inspector viewed the areas used for childcare and other areas of the childminder's home.
- Children spoke to the inspector during the inspection. The inspector evaluated the experiences of children.
- The childminder and the inspector carried out a joint observation of an educational activity and evaluated the children's learning.
- The inspector observed the quality of interactions between the childminder and children and evaluated the impact on children's learning and development.
- The inspector reviewed essential documentation, including the childminder's paediatric first-aid certificate.
- Parents shared their views about the provision with the inspector. The inspector also read some written feedback from parents.

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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