

Childminder report

Inspection date:

1 December 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children have strong, emotional attachments to the childminder and her assistant. Children often cuddle them for reassurance when they become tired or need emotional refuelling. Children are happy and content with smiles, ready to play with the resources available to them. They are given a range of activities based on their interests and likes, which the childminder has planned through observations of them. Children are confident in the environment, showing that they feel safe and settled.

Children are encouraged to be kind and caring towards their friends, to share and take turns. The childminder deals with minor disagreements promptly by discussion with the children and through the use of visual aids, such as sand timers, to help the children to understand concepts of time, turn taking and patience. Children are praised regularly throughout the day for doing something well or for being kind, which helps them to build their self-confidence and sense of pride.

Older children are developing their hand-to-eye coordination as they create freely, using scissors to cut patterns and draw and stick items onto paper to proudly make pictures for their parents. Children confidently ask the childminder for things they need if they cannot seek them out. Younger children are provided with opportunities for sensory play. They also practise their mobility and physical development by using walker toys and the furniture around them.

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

- Children are supported to be independent. Older children are encouraged to tidy away their toys to make space for new ones and to put their shoes and coats on themselves. Children develop new skills as they learn to cut fruit up safely at snack time to share with younger children. Older children also choose their own coloured bowls for mealtimes and can pour their own drinks from a jug into open cups set out on the table. The children are reassured that they are doing well by the childminder. This promotes the children's confidence and self-esteem.
- The childminder's curriculum intent is based on children's interests and curiosity about what they can see around them, such as the changing seasons and nature. She ensures that she regularly assesses and observes the children to keep track of their development and next steps. However, she does not consistently adapt activities for the youngest children to ensure that they receive the same high-quality and challenging learning experiences as the older children.
- Children benefit from 'in-the-moment' planning and extended learning opportunities. For example, older children were curious about noisy building works that were happening close by, which prompted questions and discussions.

The childminder extended this learning through the addition of construction toys and resources to allow the children to have a go at being builders with their own tools. This allowed them to consolidate their earlier learning and engage in imaginative role play.

- The childminder promotes children's physical and social development by ensuring they have regular opportunities to visit local playgroups, go on local walks and visit places such as the zoology museum and garden centres. This helps to broaden their range of experiences and offers the opportunity to explore nature and socialise with others.
- Children learn the importance of leading healthy lifestyles. The childminder provides a range of healthy snacks. Water is easily accessible throughout the day. Children help to grow their own vegetables and flowers in the childminder's garden. They nurture and watch them grow and can touch them to explore their different textures. The children then gave the flowers to their parents as gifts for special occasions. Children are taught the importance of handwashing and benefit from discussions about toothbrushing routines and oral hygiene.
- The childminder and her assistant are great role models to the children. They demonstrate good communication with one another and a supportive and relaxed relationship when around the children, which provides children with a sense of stability and security. They spend time looking for new ideas to enhance their childminding practice. The childminder has regular meetings with her assistant to allow for planning and reflection on their practice and the care they provide.
- Children are generally supported with their vocabulary. For example, the childminder and her assistant sing nursery rhymes spontaneously during a sensory activity and encourage the older children to participate by modelling the actions. There are times, however, where opportunities for younger children to also engage and be involved are overlooked. Children are not consistently supported to learn new vocabulary or to build upon their pre-existing and developing language skills.
- Feedback from parents is positive. The childminder has a close working relationship with the children's families. They make reference to how settled their children are and their appreciation for the variety of outside activities that are offered. Parents are happy with the childminder's communication and their children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular training to keep their knowledge of safeguarding up to date. Both the childminder and her assistant are clear about the signs and symptoms that could indicate a child may be suffering from harm. They both demonstrate a good understanding of how to keep children safe and who to report any concerns to. In line with this, the childminder also ensures she passes on important information to other settings the children attend, to ensure collaborative working. The childminder and her assistant are vigilant to possible

indicators that a child or family may be at risk of being drawn into extremist behaviours or radicalisation. They are confident in identifying children who may be in need of early help to improve outcomes.

What does the setting need to do to improve?

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

- enhance learning opportunities for the youngest children so that they receive the same high-quality and challenging learning experiences as the older children
- provide more opportunities for all children to build on their communication and language skills.

Setting details

Unique reference number	EY460104
Local authority	Cambridgeshire
Inspection number	10263555
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 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder registered in 2013 and lives in Cambridge. She works with an assistant and operates all year round from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Aimee Dillard

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 childminder and has taken that into account in their evaluation of the provider.
- The inspector had a learning discussion with the childminder. This enabled the childminder to discuss how her curriculum and setting are organised for children's learning.
- The inspector took account of the views of parents from verbal and written feedback.
- The inspector observed children at play and assessed the impact of the curriculum on their learning.
- The inspector viewed the premises, including the garden.
- The childminder and the inspector carried out a joint observation and evaluated this together.
- The inspector had discussions with both the childminder and her assistant.
- The inspector interacted with the children at appropriate times during the inspection and observed their interactions with the childminder.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of household members.

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 2022