

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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate through their positive behaviour that they feel comfortable and safe in the childminder's care. They respond warmly to her kind and caring nature and giggle when she tickles them. The childminder is mindful of children's care routines and meets their needs for individual sleep and food preferences. She understands what excites and motivates children, and ensures they can embrace their interests. For example, she provides favourite songs when children gesture for them, so they can attempt to sing the words and perform actions to the music.

Children are provided with a wide variety of play opportunities. They are encouraged to develop their hand-to-eye coordination as they use large tweezers to pick up pom-pom balls. This also helps to develop the muscles in their hands for future learning, such as the control needed for using pencils and crayons to make marks. The childminder extends the activity by teaching children to find different-sized balls and sort them by colour.

Children broaden their learning experiences on outings into the community. They regularly visit country estates and nature reserves. Children enjoy exploring the local countryside when they help to take the childminder's dog for a walk around the village. They spend time at a local childminding group, which enables them to socialise with other children and adults.

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

- The childminder regularly observes children in their play and assesses their progress. She knows the children she cares for very well and understands their learning preferences. The childminder ensures parents are involved in the assessment process from the beginning, giving them the opportunity to contribute to their children's starting points for learning.
- The childminder consistently supports and encourages children's language and communication skills. She talks to them during activities and repeats words to young children for reinforcement. The childminder introduces interesting words into children's vocabulary, such as 'squeezing' and 'aubergine'. She provides daily opportunities for children to listen to stories and hear songs.
- Children are familiar with the rules and routines of the setting. The childminder is a good role model. She encourages and reinforces good manners when speaking to children. Children respond positively to the praise and encouragement they receive for their achievements.
- Positive working relationships are in place with parents. The childminder communicates with them daily about their child's day and learning achievements. Parents constantly know about the progress their child is making through an online application where they can view observations and

photographs.

- The childminder regularly reviews and evaluates her practice to ensure she is always providing high-quality care for children. She invites regular feedback from parents about her service. The childminder is part of a childminding group that meets regularly to discuss best practice and share ideas. She welcomes support from the local authority when required, and reads childcare publications to keep up to date with changes in childcare legislation.
- The childminder demonstrates a positive attitude to her own professional development. She completes regular training, which enables her to consistently update her knowledge and skills. She ensures she uses this new knowledge to enhance the service she provides for children. For example, the childminder recently attended a course on attachment in the early years, which has improved how she settles new children into her setting.
- The childminder assesses the risks in her home to ensure children can play in a safe and secure environment. She adheres to safe practices, such as cutting grapes in half lengthways to prevent a choking hazard. Children are always supervised as they play and eat. A monitor is used and checked regularly when children are asleep upstairs.
- The childminder does not always make the most of opportunities to increase children's independence in managing their own self-care skills and to develop an understanding of good hygiene routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of signs and symptoms of safeguarding concerns. This includes wider issues, such as the risks associated with children being exposed to extreme views or behaviours. The childminder attends regular child protection training and understands how to report any concerns to the appropriate authorities. She is aware of the procedure to follow if there are concerns raised about herself or members of her household.

What does the setting need to do to improve?

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

- review and enhance routines to encourage the youngest children to increase their independence and develop their understanding of self-care and hygiene routines.

Setting details

Unique reference number	EY547854
Local authority	Cambridgeshire
Inspection number	10143471
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Graveley, Cambridgeshire. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The childminder and the inspector viewed the areas of the home that are used for childminding purposes.
- The inspector discussed the learning environment with the childminder and how the setting is organised.
- The inspector observed interactions between the childminder and the children. The inspector and the childminder evaluated activities together.
- The inspector held several discussions with the childminder. She looked at relevant documentation, including 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.

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