

Childminder report

Inspection date: 11 October 2019

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 are happy and settled in this well-organised provision. They enjoy a bright and welcoming learning environment that has been purposefully designed with their needs in mind. The childminder and her assistants take time to carefully get to know each child and their families. Parents appreciate this and comment that the setting has 'such a family feel to it'.

The childminder has a good understanding of children's previous experiences and backgrounds when they start in her care. This enables her to plan a broad curriculum to ensure that all children acquire a balanced range of skills and knowledge, in preparation for school when the time comes. Children have close relationships with the childminder and her assistants, even those assistants very new to the role. Children sit and share books with the assistants and enjoy each other's company as they play.

Children's good health is promoted well. They help tend an allotment where they grow fresh produce and develop their knowledge about where food comes from and what it needs to grow. Produce is brought back and shared with parents and used for children's mealtimes. For example, at lunchtime, they eat risotto that is made using beetroot, butternut squash, courgette and tomatoes that they have grown themselves.

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

- The childminder places importance on children learning about the world in which they live and their local community. They make many trips out, such as to watch a local mechanic fixing a car, the local shops to enable children to purchase produce, and the library to borrow and share books.
- The childminder and her assistants are very clear about children's strengths and interests as well as the skills and knowledge that they need to further develop. Activities are planned to meet all of these needs. Children self-select the activities they wish to take part in. However, at times, children's play is interrupted, which means that they are unable to finish activities to their own satisfaction.
- Children are curious and demonstrate a love of learning. For example, they investigate the feel of shaving foam and gel, learning how to make marks in it and to listen to the sound it makes as it hits the tray. This curiosity is encouraged by assistants as they ask children questions, introduce new vocabulary, such as 'squish' and size language, such as 'bigger'. At snack time, some children enjoy challenging questions, such as whether different fruits come from warm or cold countries. These approaches very much benefit those children who are able to articulate their answers. However, the younger and/or

less confident children do not benefit in the same way and they do not get as much out of the adult interaction at these times as they might.

- Partnerships with parents are good. Regular information is shared with them about their children's learning. There is a wide range of opportunities for parents to get involved in their children's learning. For example, the childminder provides a teddy bear that goes home with children to share in the adventures of each family. This gives children a great sense of belonging and a sense of pride as they return the teddy bear ready for the next family.
- The childminder leads and manages her provision well. She ensures that her assistants attend regular training initiatives, follow her policies and procedures and deliver good-quality teaching experiences for children. The childminder is able to accurately observe activities and critically evaluate them.
- There are clear plans for the future. The childminder is committed to the continuous improvement of her provision for the children she cares for. Feedback from parents is very positive. They say they would definitely recommend the childminder's provision to other parents and that the staff are friendly, helpful and caring.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure knowledge of safeguarding and their responsibility to protect the children in their care from harm. There are clear procedures in place for reporting any concerns about children. Any complaints made to the childminder are investigated in full and appropriate records are maintained. The childminder and assistants take every opportunity to remind children about their safety. Risk assessments are implemented effectively when children are on the premises and when they are out in the local area.

What does the setting need to do to improve?

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

- find more ways to even better support the learning of younger and/or less communicative children to help them make progress that is better than good
- give children more opportunities to finish self-chosen activities to their own satisfaction.

Setting details

Unique reference number	EY562178
Local authority	Cambridgeshire
Inspection number	10126821
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	9
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Godmanchester, Huntingdon. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder has three registered assistants but only uses two each day to work alongside her. The childminder is a qualified primary school teacher who specialises in early years. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Davies

Inspection activities

- The inspector had a tour of the childminder's home and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a number of discussions with the childminder and assistants. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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