

Childminder report

Inspection date: 18 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are confident and thrive in the childminder's care. They are happy and make choices about what they want to play with inside and outdoors. Children develop good physical skills. They negotiate the steps to go outside and master the different surfaces in the garden. Children ride the tricycle and know it is easier to ride on the pavement than on the grass. Children show curiosity and become immersed in their play as they scoop and pour water. They are keen to show what they know and can do. Children show great care for nature. They find insects on the tree and are eager to know the names of unfamiliar creatures, such as a centipede and a caterpillar. Children are careful not to hurt them, and the childminder talks about looking after trees because they help give us oxygen.

Children show care, concern and respect for each other. For example, they know only one of them can go on the trampoline at a time and patiently wait until it is their turn. Children are learning to be independent. They know to go to the bathroom before they have their snack and lunch. They thoroughly wash their hands and recognise their own towel.

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

- The childminder has a good knowledge of how children learn and applies this while building on what children already know and can do. She has an excellent understanding of the children she cares for and carefully plans what they will learn next and when.
- Children behave well and have an eagerness to learn and take part in activities the childminder provides. Children laugh and giggle as they make shapes from the mouldable sand. They talk about how the sand feels soft and crumbles in their hands.
- The childminder knows the children in her care well and has strong bonds with them. She gives children plenty of praise and encouragement, which helps them to build good levels of self-esteem.
- Children learn how to keep themselves healthy and safe. The childminder talks to children about the benefits of healthy food choices and being active. Children know that eating snacks which are lower in sugar will help to keep their teeth clean and strong.
- Children develop early communication skills. The childminder repeats the words children say, using the correct pronunciation. She narrates their play and asks questions. The childminder gives children enough time to consider questions, process their thoughts and respond. For example, the childminder instructs the children to pull out the tongue of the shoe first. Then she explains they need to push their foot in before stretching the strap over to fasten it. Children clap and smile when they succeed.

- The childminder encourages children's language and mathematical development as they play. She uses the children's interest in the pebbles that are in the garden. She asks the children to make shapes from the pebbles. The childminder models counting 'one, two, three' and encourages the children to copy her. She helps children to compare shapes. For example, children identify that the pebbles are oval shaped like potatoes.
- The childminder regularly takes the children to the local outdoor playground. This helps children to learn to take manageable risks and experience challenge in their play. Furthermore, the childminder uses outings to help children to develop their social confidence. For example, she takes children to playgroups with other childminders. Children meet with a wider group of children and find out about the differences between themselves and others.
- Parents are extremely happy with the service the childminder provides. They say that she keeps them very well informed about their children. Parents and the childminder work in partnership to benefit the children. For example, they help children to become independent in toileting. Furthermore, the childminder includes other settings that the children attend to further enhance children's learning.
- The enthusiastic childminder is knowledgeable. She meets with other childminders to share ideas and good practice. The childminder has completed training to keep her knowledge and skills up to date. However, her professional development focuses on essential aspects of training, rather than being specifically targeted at developing first-rate teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She constantly supervises children to minimise accidents and keep them safe. The childminder teaches children how to manage their own risks. She has completed safeguarding training, including training that covers wider safeguarding issues, such as online safety, the 'Prevent' duty and county lines. The childminder can identify signs and symptoms that may indicate a child is at risk of harm or abuse. She knows who to contact if she has any concerns about a child's welfare. The childminder ensures that suitability checks are carried out for all household members.

What does the setting need to do to improve?

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

- seek further professional development opportunities that focus more specifically on developing an expert knowledge of teaching and learning.

Setting details

Unique reference number	2535225
Local authority	Cambridgeshire
Inspection number	10208562
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Cambridgeshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Topham

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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