

Childminder report

Inspection date: 14 April 2023

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 they are happy and safe in the childminder's home. They build strong relationships with the childminder who provides them with lots of cuddles and praise. Children benefit from the familiar routine. This helps them to anticipate what will happen next. They enjoy being helpful and thrive as they are actively involved in the daily routine activities. For example, they help to choose items for snack. They count how many eggs will be needed as they help to prepare lunch. The children happily busy themselves tidying toys and clearing tables. They confidently announce to visitors how good they are at washing the dishes. Children beam with pride as the childminder praises their skills.

Children have positive attitudes to learning. They excitedly rise to the various challenges the childminder sets. For instance, they use tweezers to pick up pom-poms and match the colours and patterns the childminder has carefully set. Children enjoy exploring a wide range of toys that they independently access. They sit well for group activities, such as rhyme time, and listen carefully to stories. They enjoy having the responsibility of choosing which rhymes they will sing and the resources they will use.

Children behave very well. They create good relationships with each other. The childminder supports the children to share resources and take care of the toys. She uses their names at group times to support turn taking. Children demonstrate kindness and show comfort to each other.

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

- The childminder has a clear intent for children's learning. She focuses on developing their independence. The childminder encourages children to take responsibility for their own belongings from an early age. For instance, children take off their shoes and coats. They store their bags as they arrive. Children are confident to explore the environment. They make independent choices about the toys and activities they would like to play with.
- Children's behaviour is good. The childminder is an excellent role model. She encourages children to use good manners, which they use spontaneously with each other as they play. Older children explain turn taking to younger children. They are receptive to the feelings and needs of others. For example, they independently collect comfort items for the youngest children.
- The childminder understands the importance of supporting children's communication and language skills. She supports young children's growing vocabulary well. For instance, she uses single words with gestures when talking to babies, to develop concepts such as 'up' and 'down'. She provides a language-rich environment full of songs and rhymes. Children engage in meaningful

conversations with the childminder. She introduces the children to new words, such as 'chrysalis' and 'cocoon' as they play.

- The childminder supports children's health and well-being effectively. She prepares healthy snacks and home-made lunches. The childminder provides daily opportunities for the children to access outdoor physical play. They regularly visit local play areas that provide larger spaces for the children to run and exert themselves. They access large play equipment that allows them to strengthen their large muscles.
- The childminder supports children to socialise through regular trips to the local community. They visit the library and groups, where they can play with others. Children enjoy special outings such as visits to the farm. They see different people and places that help them to learn about the wider world.
- The childminder plans creative play experiences. For example, children combine coloured dough to create new colours. However, occasionally, the childminder directs children's creative play instead of allowing them time to express their own thoughts and ideas.
- Partnerships with parents are good. Parents comment on the nurturing care their children receive and describe her as 'part of the family'. They appreciate the daily updates they receive. The childminder shares details of the next steps she has identified and ways to support these at home.
- The childminder has a positive attitude towards continuous professional development. She keeps mandatory training regularly updated. The childminder accesses online courses to support her practice. For instance, she has recently completed training to know more about how children learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility for keeping children safe from harm. She supervises children vigilantly and thoroughly risk assesses her environment. For example, she uses stair gates to prevent children from accessing areas of the home not used for childcare. She teaches children how to cross roads safely while walking in the local community. The childminder knows how to recognise the signs and symptoms of abuse, including female genital mutilation. She confidently explains how to refer concerns to the appropriate safeguarding agency, including what to do in the event of an allegation being made against a member 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:

- increase opportunities for children to explore their creativity and develop their own ideas.

Setting details

Unique reference number	2629963
Local authority	Cambridgeshire
Inspection number	10281146
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Huntingdon, Cambridgeshire. She operates all year round, from 7am to 6pm, 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

Louise Harris

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 this into account in her evaluation of the setting.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of the education being provided and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder with the inspector.

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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