

Childminder report

Inspection date: 20 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder and her assistant are ambitious for all children to learn to their full potential and strive to give them the very best learning experiences. They have formed very secure attachments with children and have helped them develop a strong sense of belonging in the setting. Children show an excellent level of confidence and independence for their age as a result of exemplary guidance from the childminder, her assistant and a highly effective learning environment. Children show respect for their belongings and surroundings. They place their personal items away in their named lockers and instinctively put away a game before asking for another one. They understand and follow the routines of the setting extremely well. Children use their good manners unprompted and their behaviour is excellent.

The childminder and her assistant are highly focused on helping all children to learn and develop. They recognise that each child is unique. Activities are particularly well targeted to support each child. For example, at snack time children cut up their own fruit. The childminder provides a range of utensils for them to do so, such as different sized safety knives and two-handed chopping devices for younger children to support and build on their individual skills and abilities.

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

- Children demonstrate high levels of resilience and concentration in activities. In sensory play, they persevere to carefully pour water into a small opening of a bottle and are proud of their achievements when they fill it to the top. This type of play also helps to strengthen children's hand-eye coordination. Children are consistently encouraged to problem solve and have a go. Babies carefully work out that to get a plastic duck to move down a pipe they will need to pour water inside.
- The childminder has established an effective curriculum that helps children to fully achieve their potential before they move on to school. She and her assistant have high expectations for all children and consistently build on what children know and can do. Children receive an excellent tailored approach to their learning that gives them the firm foundations they need to thrive in the world.
- The childminder and her assistant skilfully build children's communication skills and provide a rich-language environment. Reading books are a part of everyday practice and skilfully used to further enhance other teaching experiences. For example, in a tooth brushing activity to promote good oral health, children eagerly recall that the donkeys' teeth in the book were yellow, and that this means they need brushing to keep them clean. Children communicate well with the childminder and other children; they ask questions and are consistently encouraged to think for themselves and make their own decisions.
- The childminder gives children a wealth of experiences beyond her setting that

enhances their learning and gives them a sense of the world around them. They visit local airfields to watch aeroplanes and parachute's, public gardens when learning about spring and go strawberry picking in the summer months. The childminder arranges for services, such as the police, fire brigade and ambulance service, to attend the setting. This helps children to understand about people who help us and to learn about the equipment and vehicles they use in their role.

- The childminder works very closely with all parents regarding their children's individual time at the setting and ensures they are fully informed of every aspect of their care and education. For example, through verbal discussions, weekly updates via an app and regular parents' meetings. Parents value the high-level care and education their children receive. They feel the educational activities are well thought out and the childminder is kind and welcoming.
- The childminder and her assistant work collaboratively together and have formed a highly successful team. The childminder regularly monitors the practice of her assistant and provides effective guidance and support to help her consistently learn new knowledge and skills. They both access meaningful training opportunities that improve experiences for children and helps them to maintain the high standard of childcare that children receive and deserve.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2644839
Local authority	Cambridgeshire
Inspection number	10333001
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 9
Total number of places	10
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Guyhirn, near Wisbech. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She works with an assistant. 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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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