

Childminder report

Inspection date: 12 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident in the care of the childminder. They settle quickly and show they feel safe and secure in this warm and homely environment. Children enjoy opportunities to explore. Their creativity is promoted through use of the range of interesting resources, including coloured pebbles and lengths of ribbon. Children share their joy, and laugh as they use toy plastic body pieces to name different parts of their faces, such as cheeks and lips.

Children benefit from the childminder's understanding of how they learn and develop. Children learn how to count. The childminder demonstrates counting potatoes into a bucket and counts the pieces of fruit in their bowls at snack time. Children develop a love of reading as the childminder shares favourite stories with them. Children's language development is well supported as they join in with familiar stories. Even the youngest children shout 'there's a shark in the park' and laugh as they do so.

Children learn how to be kind and caring. The childminder quickly shows them how to use 'gentle hands' with one another when they need support to share and take turns. Children learn to be independent. They freely access the resources available to them and help to tidy toys away before they move on to something else. Children develop positive attitudes because the childminder encourages them to keep on trying until they accomplish their intentions. She praises their efforts and makes them feel valued.

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

- The childminder organises a curriculum that motivates children to learn through play-based activities. She knows the children well and uses her knowledge and experience to ensure that children have a good foundation for their future learning. The childminder is enthusiastic about her own learning and incorporates new ideas into her practice to enhance both her teaching and the curriculum she presents. The childminder recognises the importance of developing children's creativity. She uses what she has learned about loose-parts play to present children with resources that challenge their problem-solving skills. For example, they work out how to use large tweezers to pick up little woollen balls and drop them into a cup.
- The quality of education is good and children make good progress. Children's starting points are established from the outset through discussion with parents. Learning targets are set and reviewed regularly. Children approach their learning with enthusiasm because the childminder ensures their interests are reflected in the activities she plans for them. However, she does not always ensure that activities presented to a mixed age group are carefully planned to fully extend

older children's learning.

- Children are extremely well behaved and very confident. They talk happily about what they are doing and share their play experiences with adults and other children. The childminder supports their emotional development very well and recognises that each child is different. She expertly adjusts her approach to children's behaviour according to their stage of development.
- The childminder's relationships with children and their parents are very strong. Parents speak very highly of the childminder. They feel fully included in their children's care and learning and appreciate the progress they see in their children's development. Parents are provided with regular and detailed assessments and their views and comments are used to inform next steps for children's learning.
- The childminder works hard to ensure that children's communication and language are supported effectively. She provides a language-rich environment where children's vocabulary increases rapidly. Children sing as they play and younger children join in as they learn new words, such as 'see-saw'. Mathematical language and counting are demonstrated regularly and in an age-appropriate way. The childminder challenges the children to experiment and find what is heaviest and lightest. Children demonstrate their understanding as they use different voices for their words, such as using a strained voice to say 'heavy' as they pick up some potatoes.
- Children's knowledge of their community and the wider world is enhanced by the many opportunities provided by the childminder. They develop friendships at a childminding group and at sessions they attend where they share in physical activities and games with others. These experiences ensure that children will be well prepared for their lives in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of all areas of safeguarding. She ensures that her training is updated regularly and fully understands her role in protecting children from harm. The childminder is passionate and dedicated to keeping children safe and understands the procedures for reporting any concerns. The childminder ensures that her home is safe and secure, and she teaches children how to keep themselves safe when they are out about in the community.

What does the setting need to do to improve?

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

- provide more opportunities in activities for older children to test their ideas and extend their thinking to an even higher level.

Setting details

Unique reference number	EY352561
Local authority	Cambridgeshire
Inspection number	10113163
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	6
Number of children on roll	8
Date of previous inspection	3 November 2015

Information about this early years setting

The childminder registered in 2007 and lives in St Ives, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Dean

Inspection activities

- The inspector discussed how the provision and the curriculum are organised during a learning walk with the provider.
- The inspector observed the quality of teaching during an organised activity and general play and discussed the impact of these activities with the provider.
- The inspector looked at relevant documentation.
- The inspector viewed and assessed parents' feedback that was presented by the childminder.

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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