

Childminder report

Inspection date: 7 June 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder. They are relaxed and well settled. Children show that they feel safe and secure in the childminder's care. They confidently choose from the wide range of toys and resources on offer and show curiosity in the world around them. Children form strong bonds with the childminder. They relish the childminder's interaction and derive much enjoyment as she sensitively joins in with their play.

Children listen to the childminder and follow simple instructions well. They receive lots of praise and encouragement from the childminder. This motivates them to behave well and build good levels of self-esteem. Even the youngest children show good levels of attention as they concentrate to achieve their aims, such as fixing interlocking bricks together. They proudly hold up their creations for the childminder to see.

Children benefit from the wide range of outings that the childminder provides to help broaden their experiences. For example, when children show an interest in animals, the childminder talks about different animals, reads books to children and takes them to farms and zoos to see what animals look like. This provides children with meaningful discussions and experiences that help them to securely embed what they learn.

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

- The experienced and qualified childminder has a clear aim to help children learn about the world around them and to help them be ready for the next stage in their education. She knows children very well and plans activities and experiences that reflect their individual interests and stage of development. The childminder assesses children's progress, and she shares information with parents to help them to support children's ongoing learning at home.
- The childminder supports children's communication and language development well. She introduces new words as children play. She names toys and resources and narrates children's play. The childminder responds warmly to the frequent requests from children to read stories to them. She reads with great expression that captures their interest and helps them to develop good attention skills. Children sing to themselves as they play. They repeat words and phrases from songs and rhymes which they learn with the childminder.
- The childminder provides children benefit with hands-on, real-life experiences and gives them plenty of time and opportunities to practise and embed new learning. For example, the childminder helps children to learn about healthy foods. They grow fruit and vegetables from seed, such as peas, tomatoes, strawberries and courgettes. They play with toy food and re-enact cooking and

baking in the toy kitchen. Children help the childminder to shop for food. They start to make marks as they write shopping lists, compare the size and shapes of produce and learn to count.

- The childminder is committed to her continued personal development. She reflects on what children need to know next and targets training to specifically help children's individual learning and development. For example, the childminder identifies that, as a consequence of the COVID-19 pandemic, some children benefit from greater support for their mental health and to develop their social skills. She has completed specific training to support children to identify and acknowledge their emotions. The childminder and parents comment positively about the progress children make in their self-confidence and social skills.
- Parents are positive about the childminder. They state how much their children enjoy attending and that they look forward to coming to her house. Parents comment on how safe they feel their children are and that the childminder knows their children well. They appreciate the wide range of experiences the childminder provides each day.
- The childminder provides children with a safe and secure environment. She carries out effective risk assessments for all outings to help to keep children safe. Children learn about road safety as they walk to and from school with the childminder. They learn how to take supervised risks as they play on large equipment at the park.
- Although the childminder models language well, she does not always vary the style of questions to encourage children to share more of what they know and develop their thinking skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training about child protection and safeguarding issues. She knows the possible indicators of child abuse and neglect. The childminder knows the procedures to follow to refer any concerns she may have about a child's welfare. She demonstrates a good understanding of wider safeguarding issues, such as the risk to children of being exposed to extremist ideas.

What does the setting need to do to improve?

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

- strengthen teaching so that all children develop excellent thinking and communication skills.

Setting details

Unique reference number	EY460505
Local authority	Cambridgeshire
Inspection number	10237256
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	0 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 January 2018

Information about this early years setting

The childminder registered in 2013 and lives in Somersham, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except for one week at Christmas, bank holidays and family holidays. The childminder holds a relevant early years qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

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 spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector took account of the written views of parents.
- 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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