

Childminder report

Inspection date: 17 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the childminder's care. They are very friendly and readily engage visitors in what they are doing. Children love books and this early interest effectively supports children's communication and language development. While reading to children, the childminder promotes children's thinking, interest and engagement by asking simple questions and sensitively reinforcing vocabulary and number.

Children's physical skills are well developed and they ably challenge themselves, for example, by coming down the slide in different ways. They learn about growth and where their food comes from. Children are beginning to learn that it takes time and ongoing care to sow, grow and harvest their fruit and vegetables.

Children confidently make marks, which supports them in readiness for writing at a later stage. For example, they love drawing long, vertical lines with chalk. The childminder builds on this skill by showing children how to draw horizontal lines, which children comment look like 'roads'. Children show their independent ability to think things through for themselves and to solve problems. For example, they ask themselves aloud 'what do me need first' when they want to build sandcastles or 'why are they in there?' when they accidentally put the dog's biscuits in the water bowl.

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

- Children benefit from spacious play areas, indoors and out. The childminder has a wide range of resources and those confident enough to do so, can make independent choices in their play. However, lots of the resources are stored out of sight and some, out of reach. This means that those children who are less confident, or less able to verbally express their wishes, are not best supported to make independent choices in their play.
- The childminder is clear about what she wants to offer each child and their family while in her care. She is committed to providing consistently good quality care and a happy, secure experience for each child in their early years.
- The childminder ensures that through the wide range of activities she provides for children, she offers a balanced curriculum. She is clear about the skills she wants children to have prior to moving into full-time education. The childminder uses assessment successfully to identify any areas of children's development that needs extra support.
- The childminder knows the children she cares for well. She is clear where they are in their learning and what skills and knowledge she wants them to develop next or consolidate. She makes effective use of learning opportunities to promote this learning and to successfully build upon what children already know.

- Children are offered a balanced, nutritious range of meals and snacks, which promotes their good health. Good hygiene routines are promoted and children are taught about why these are important.
- Partnerships with parents are strong. Reliable methods are used by the childminder to share relevant information with parents. This keeps parents updated about their children's progress and daily activities, and promotes consistency, for example, with behaviour management. Parents comment that they have 'always been incredibly happy' with the childminder's care. Children unanimously comment that they love the childminder and that she is 'the best ever' and 'very kind'.
- The childminder has a good understanding of the importance of working in partnership with any other providers where children attend more than one setting.
- The childminder is committed to her own continued professional development. She has completed all mandatory training and has also enjoyed developing her knowledge of how young children learn. She has been able to successfully apply this new knowledge during her interactions with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the potential signs and symptoms of abuse and what to do if she has a safeguarding concern. She understands the need to take prompt action to protect children from the risk of further or potential harm. The childminder understands wider safeguarding issues, such as how to protect children and their families from radicalisation or exposure to extremist views. The childminder ensures that she regularly refreshes her safeguarding knowledge, so that she remains up to date with current good practice and any changes to legislation.

What does the setting need to do to improve?

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

- consider ways to enable all children to make and communicate independent choices about their play, so that they make use of the full range of resources available to them.

Setting details

Unique reference number	EY480396
Local authority	Cambridgeshire
Inspection number	10113200
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	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 February 2016

Information about this early years setting

The childminder registered in 2014. She lives in Littleport, Ely. The childminder operates Monday to Friday from 7.30am to 5.30pm, all year round except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Anna Davies

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 provision.
- The childminder and inspector completed a discussion about how the curriculum is organised and what they intend children to learn while in their care.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector and childminder completed a joint evaluation of an activity.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- A number of parents and children provided the inspector with written feedback for the inspection. The inspector took account of their views.

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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