

Childminder report

Inspection date: 8 October 2019

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

The childminder provides a rich and varied learning environment which children explore eagerly, demonstrating curiosity in their surroundings. Children thoroughly enjoy their time at the childminder's warm and welcoming home. They settle well and help themselves from a wide range of resources that they relish using. For example, children carefully examine conkers and leaves with magnifying glasses and discuss how this can make things look bigger or smaller.

Children demonstrate positive attitudes to learning. They persevere and concentrate well on their chosen activities. They learn how to keep safe and understand the childminder's rules. Children behave well and readily share toys and resources. The childminder is a positive role model and children follow her good example. Older children praise the younger ones, saying, 'Well done, you have found the right thing.' Children form firm friendships with one another and play together happily.

The childminder plans activities that are stimulating and engage children's interests. She knows what children can do and supports them very well to make good progress in their learning. Children find out about nature and learn to care for living things. They look after the chickens and explain how they help to collect the eggs.

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

- Parents are very pleased with the care their children receive and the progress they make in their learning. They speak highly of the childminder and the nurturing care she offers to their children. Parents say, 'We like the down-to-earth family feel. The childminder is highly professional and provides more than we could wish for.'
- The childminder teaches children how to wash their hands properly before eating and to wipe their nose. Children explain, 'If your germs go on another person they can get sick.' This shows they are developing an awareness of how sensible hygiene practices contribute to their good health. The childminder works with parents to ensure children enjoy wholesome, healthy meals. She talks to children about keeping fruit in the fridge so that it does not go mouldy. Children demonstrate their understanding of this and say, 'Yes, because then it goes squishy.'
- The childminder observes children closely to find out what interests them and talks to parents to find out what their child can do at home. She makes regular assessments of what children can do and uses this information to plan for the next steps in their learning. Occasionally, the childminder does not provide enough rich opportunities to challenge older children and extend their learning

to a higher level.

- Children are making good progress in their learning. They are inquisitive and are developing good communication skills. Children enjoy demonstrating what they know and sharing their ideas and experiences. The childminder helps children to learn about shapes and colours. They confidently identify colours and different shapes correctly. Children count and are beginning to recognise some numerals. They engage in conversations with the childminder, who listens, asks appropriate questions and gives children time to think and respond.
- The childminder regularly meets with other childminders to discuss good practice and share ideas. This forms part of her evaluation of her own practice, which helps her to ensure that children receive good-quality care and learning experiences. The childminder works well with parents to discuss any concerns about children's progress and identify how to meet their needs. They work together on potty training, which means children benefit from a shared approach that helps them to be successful.
- The childminder is qualified and experienced. She attends regular training to keep her knowledge up to date. However, she does not focus her professional development precisely enough on developing an expert knowledge of teaching. She has not fully explored ways to continually build on the good-quality of her teaching to help children make the very best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is the childminder's priority. She demonstrates that she knows how to manage allegations of harm or abuse against her or anyone who lives in her home. The childminder frequently refreshes her knowledge of safeguarding by completing research and training to ensure she is up to date. She has a good understanding of the possible risks to children's well-being and knows how to report concerns. This has a positive impact on children's safety.

What does the setting need to do to improve?

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

- provide more highly challenging activities to extend older children's learning
- seek further ways to enhance professional development opportunities that focus more specifically on developing an expert knowledge of teaching and learning.

Setting details

Unique reference number	222865
Local authority	Cambridgeshire
Inspection number	10062038
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	28 September 2015

Information about this early years setting

The childminder registered in 1998 and lives in Longstanton, Cambridgeshire. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Emma Bright

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact it has on children's learning.
- The inspector talked with the childminder and childminded children at appropriate times throughout the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at evidence of the childminder's suitability. She discussed how the childminder reviews her practice and viewed a range of other documentation, including daily registers and accident records.
- The inspector looked at written feedback from parents and 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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