

# Childminder report

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Inspection date: 10 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder provides a warm, welcoming home where children play and learn happily. They have access to a wide range of toys and resources that support their learning effectively. Children are confident and have strong emotional bonds with the childminder, who cares for them exceptionally well. They are keen to join in with activities and are beginning to form friendships with one another. Older children know how to play simple games and can convey the rules to their younger friends. For example, older children explain that when playing hide and seek, one friend hides and the other counts.

The childminder has good strategies in place to help children understand right from wrong. She sensitively intervenes in children's play to remind them about sharing, and swiftly changes planned activities to reinforce examples of good behaviour. For example, she reads stories about kind hands and feet after children talk about kicking others. The childminder provides lots of opportunities for children to make new friends at local groups and visit the local community.

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

- Children's communication skills are enhanced and supported effectively by the childminder. She recognises how to introduce new words as children play and gives them every opportunity to respond to questions and comments. The childminder has attended a short training course and uses her learning effectively to help children gain the confidence they need to talk.
- The childminder makes good use of routines, such as snack time, to enhance children's independence. She knows that children need opportunities to practise skills and ensures they can try things for themselves. For example, children make good efforts to cut their own fruit using suitably safe knives.
- Children have opportunities to learn about the local community during visits to groups and local facilities. They particularly enjoy singing and musical activities. The childminder enhances children's awareness of their natural environment during visits to the farm and the local parks. Children are learning about seasonal changes and express themselves in artwork using natural resources, such as leaves and berries. The childminder uses these opportunities to remind children about safety and talks to them about what is, and what is not, safe to eat.
- Children are well cared for and the childminder knows their individual routines well. They are learning about hygiene matters, such as handwashing. Nappy changing is carried out swiftly and gives children the privacy and dignity needed. Those children requiring sleeps during the day are monitored closely as they rest.
- Parent partnerships are strong. Parents share very positive feedback about the

childminder and her assistant. They appreciate the activities on offer and how the childminder has improved information sharing by using an online system. The childminder supports parents effectively and when necessary gives appropriate guidance to help children's general well-being. For example, she promotes healthy eating and gives guidance about appropriate foods to include in children's lunch boxes.

- Children are beginning to notice similarities and differences. They recognise the different colours of their toys and describe the sizes of their playthings as little and big. Children are imaginative and happily rearrange the dolls' house to their satisfaction. They know where each small toy belongs and show good concentration skills as they play.
- The childminder helps her assistant to develop her knowledge and skills. She supervises her work effectively and together they attend conferences and training to enhance their skills.
- The childminder knows how to work in partnership with other providers, including schools. She ensures contact is made prior to children's transitions and is knowledgeable about what other settings need children to know and do.
- The childminder does not always focus her planning sharply enough on children's learning needs according to their age, stage of development and interests. This is particularly evident during focused adult-led activities when younger children find some tasks, such as gluing and sticking, uninteresting or difficult. Consequently, they lose interest and intended learning is lost.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection matters. She knows how to recognise children at risk of harm and how to report her concerns. The childminder updates her child protection training regularly and ensures her assistant is equally knowledgeable about safeguarding procedures. She takes effective precautions to keep children safe at home and when visiting the local area. The childminder supervises children closely and ensures younger children are not put at risk by resources, such as small building blocks.

## What does the setting need to do to improve?

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

- strengthen planning to make sure activities have a clear intent and more accurately match children's individual needs and stages of development.

## Setting details

<b>Unique reference number</b>	258042
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113002
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Date of previous inspection</b>	30 January 2013

## Information about this early years setting

The childminder registered in 1987 and lives in Alconbury, Cambridgeshire. She operates all year round, Monday to Friday between 8am and 6pm, except bank holidays and family holidays. The childminder works with an assistant.

## Information about this inspection

**Inspector**  
Jacqueline Baker

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder about the activities she plans and how they benefit children's development.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

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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