

Childminder report

Inspection date: 26 November 2019

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| 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 enjoy their time in the childminder's warm and welcoming home. They move around with ease and confidence, readily selecting toys and resources they want to play with. Children demonstrate positive attitudes to learning. They persevere and concentrate well on their chosen activities.

Children form strong bonds with the childminder and her assistants. Babies enjoy being cuddled closely when they wake up from their sleep. Older children confidently call out that they are awake when they are ready to get up from their nap. Refreshed, they eagerly settle in to their chosen activities. Children's behaviour is good. The childminder and her assistants are good role models, and children follow their good example. Children learn how to keep safe and understand the childminder's rules. They listen to instructions and understand simple routines.

Children take turns and share resources. They form firm friendships with one another and play together happily. Children make good progress in their learning. The childminder knows the children well and provides activities that are based on their interests. She and her assistants join in children's play and ask questions that help to build on what children know and can already do. This helps children to acquire the skills they need to be ready for the next stage in their learning.

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

- The childminder provides good support for children's language development. She talks to children about what they are doing and introduces new words, which helps to expand their vocabulary. When children attempt to repeat a word, the childminder models the correct pronunciation sensitively so that children are not discouraged from trying. Children acquire the skills they need to be ready for the next stage in their learning.
- The childminder observes children 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 challenge for older children to extend their learning to a higher level.
- The childminder plans activities that are stimulating and engage children's interests. She knows what children can do and supports them well to make good progress in their learning. Children are keen to do things for themselves and develop high levels of self-esteem.
- Children enjoy demonstrating what they know and sharing their ideas and experiences. The childminder helps children to learn about letters and numbers. They confidently count and identify numerals, and some children recognise the

letter that their name begins with.

- The childminder plans good opportunities for young children to develop their physical skills. She has thought carefully about how to encourage children to develop their strength and coordination for walking. For example, she arranges activities on sturdy low-level furniture so that children can pull themselves to standing to join in.
- The childminder provides a rich and varied learning environment indoors which children explore eagerly, demonstrating curiosity in their surroundings. However, she does not make consistently good use of the outdoor environment to build on the learning experiences of children who prefer to play outside.
- Feedback from parents is positive. They are pleased with the care and education their children receive. Parents speak highly of the childminder and the care she offers to their children. Although partnerships with parents are good, the childminder has not found successful ways to involve all parents in their child's learning.
- The childminder is qualified and experienced. She attends regular training to keep her knowledge up to date. In addition, the childminder makes sure her assistants have good opportunities to develop their knowledge and skills. She monitors their practice and has regular discussions with them as part of their supervision.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe at the setting because the childminder is vigilant and supervises them well. The childminder and her assistants have a good knowledge of child protection procedures and of the possible risks to children's well-being. They understand their responsibilities to report any concerns they may have about a child to the appropriate agencies. The childminder has robust recruitment procedures in place to ensure her staff are suitable. She demonstrates that she knows how to manage allegations of harm or abuse against her or anyone who lives in her home. This helps to ensure children's safety and welfare.

What does the setting need to do to improve?

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

- plan and provide more highly challenging activities to extend older children's learning
- make even better use of the outdoor environment to support the continuing good progress of children who prefer to play and learn outside
- find innovative ways to enable a shared approach that encourages all parents to be part of their child's learning.

Setting details

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| Unique reference number | EY389331 |
| Local authority | Cambridgeshire |
| Inspection number | 10130497 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 10 |
| Total number of places | 8 |
| Number of children on roll | 15 |
| Date of previous inspection | 12 August 2016 |

Information about this early years setting

The childminder registered in 2009 and lives in Hardwick, Cambridgeshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She and one assistant hold childcare qualifications at level 3, and the other assistant holds a qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Bright

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact it has on children's learning.
- The inspector talked with the childminder, her assistants and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the childminder's and her assistants' suitability. She discussed how the childminder reviews her practice and viewed a range of other documentation, including daily registers and parents' newsletters.
- The inspector spoke to 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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