

# Childminder report

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Inspection date: 22 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

Children thrive in the childminder's care. They form extremely strong bonds with the childminder and her assistant. Children are very relaxed and happy. They benefit from the nurturing and homely environment that the childminder provides. Children demonstrate that they feel safe and secure. For instance, they are confident to seek cuddles when they feel tired. They smile and giggle as they fill containers with water. They listen intently to the splashes as water spills onto their wellington boots.

Children are polite and from an early age learn to share and take turns. They gain high levels of self-control. Children listen to the calm and sensitive explanations that the childminder and her assistant provide. This helps them understand the impact of their actions on others. They behave extremely well and establish firm friendships with their peers, playing cooperatively together.

Children are enthusiastic and active learners, gaining excellent skills and attitudes to support the next stage in their learning. They thoroughly enjoy daily opportunities to play and explore outside. Children have plenty of space to support their excellent physical development. They climb steps to access slides and play peekaboo in and around the low climbing frame, with broad smiles and laughter. Children eagerly join in with dance routines. They listen to the music and know when to add a clap and how to move in time to the rhythm.

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

- The childminder and her assistant are highly dedicated to providing children with first-rate care and learning experiences. They are extremely professional and hard-working. They continually strive to improve further. The childminder and her assistant reflect constantly on their practice and children's experiences. They arrange training to help to sustain their high-quality practice at excellent levels. They review their workload to ensure there is a good work-life balance.
- The childminder and her assistant build exceptionally close and professional partnerships with parents. The childminder ensures that parents receive meaningful and regular information about their children's progress in learning and how they can support learning at home. Parents are extremely positive about the childminder and her assistant. They express their high praise about the 'quality of care and diversity of experience and activities provided by loving and dedicated childminders'.
- The childminder knows precisely what children need to learn next. She plans effectively to provide children with stimulating experiences that build on what they already know and can do. For instance, she builds on children's emerging curiosity about insects. She plans trips to local parks and woods, where children

use magnifying glasses and tick sheets to record the different insects they find. Children count and record the number of insects they find, securely gaining counting skills and learning about quantity.

- The childminder places a strong focus on communication and language development. Both the childminder and her assistant introduce words to help children develop a rich vocabulary. For instance, children learn 'crash' when they knock over building bricks, and 'squishy' when they use ink pads. Children listen attentively to stories read by the childminder. Her expressive reading captures their interest and they answer questions about the stories confidently. Children become confident talkers, including those children who speak English as an additional language.
- Children are extremely eager to join in and learn new skills. For example, they listen to instructions, showing high levels of concentration and perseverance when they learn how to use scissors to make snips and cut wavy lines. Children receive lots of encouragement and praise for their efforts.
- The childminder provides a varied and nutritious range of home-made meals. She encourages children to develop healthy food choices. Mealtimes are relaxed and sociable events. Children sit and eat with the childminder and her assistant, who encourage children to recall and talk about the morning's activities. Children confidently talk about their home lives and the food they enjoy with their parents.
- The childminder builds excellent partnerships with professionals at other early years settings that the children also attend. She establishes a highly effective two-way flow of information that provides children with consistency in their care and learning. She uses the shared information to support her planning and help to promote each child's all-round learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular child protection training. They both confidently fulfil their role to protect children from harm and know what to do should they have any concerns about a child's welfare. The childminder has an expert knowledge of wider safeguarding issues. This includes what actions to take if an allegation is made against a member of her household. The childminder and her assistant discuss serious case reviews and reflect on their safeguarding practice to ensure that children's welfare is prioritised at all times.

## Setting details

<b>Unique reference number</b>	EY331384
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113025
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	11 September 2014

## Information about this early years setting

The childminder registered in 2005. She provides childcare each weekday from 7.30am until 6pm all year round, except for bank holidays, one week at Christmas and the month of August. The childminder holds an appropriate early years qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gail Warnes

### Inspection activities

- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- A number of parents shared their views through written feedback which the inspector took into account.

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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