

# Childminder report

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Inspection date: 4 February 2020

<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

Children settle in quickly and flourish in the home-from-home environment. They are very happy, safe and secure in the childminder's care. The childminder is kind and nurturing. She speaks to children with genuine care and respect. Children show a great deal of confidence as they navigate the environment and self-select resources.

Children have fun and enjoy all the learning activities provided. For example, they act out and recall familiar stories, such as 'Going on a Bear Hunt'. They use home-made binoculars and look for a toy bear in the garden. Children behave well and adapt to new social situations, such as the presence of a visitor. They benefit from highly positive interactions with the childminder. She praises them for every achievement, however small.

Children are very independent. They clean the table before lunch and tidy away their resources. They are great communicators, listen carefully and speak confidently. They develop a good understanding of books and immerse themselves in stories throughout the day. Children have a real sense of community in the village as they attend weekly groups together. They learn together and go on outings, for example, they visit the woods where they climb trees and toast marshmallows over the fire pit.

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

- The childminder creates a warm, welcoming and homely environment that meets children's needs well. She has well-established routines to help children feel safe and secure. Children move around the child-friendly environment safely. The childminder is an excellent role model and she is kind and caring. Children enjoy snuggling up with her, especially when feeling unwell. They behave well and learn to help others. For example, older children support younger children to put their shoes and coats on.
- The childminder plans fun activities which follow children's interests and are often craft based. For example, they make 'magic snow' after a 'swirling snowstorm' in the 'Going on a Bear Hunt' story. The childminder's vast experience means that she assesses children's knowledge accurately and knows what to teach them next. She skilfully weaves learning into everyday experiences. For example, she uses car number plates on the school run to help develop children's letter recognition.
- The childminder is experienced in developing children's communication skills. The children listen carefully to her and each other when sharing books and in everyday conversations. The childminder introduces new vocabulary regularly and appropriately through books and activities. For example, she introduces the

word 'hydrate' when water is added to the 'magic snow' powder.

- Children are independent and resilient. They do not give up easily. The childminder encourages and praises every attempt the children make, for example, when trying to open a yoghurt pot at lunchtime. Opportunities for managing risks and adventurous play are provided when visiting the local wood or playground. Once the childminder has done her own risk assessment, children are fully encouraged to have a go, climbing as high as they feel safe. She reminds them of how they have made progress and conquered their fears over time.
- The childminder works in partnership with other settings children attend. They share information about children's learning and development, which ensures continuity of care and learning. The childminder also works in partnership with parents very effectively. She shares information with them in a variety of ways and keeps them updated about children's learning and development. The childminder supports parents with their understanding of child development and with parenting challenges. For example, she shares weaning recipes and other appropriate guidance. The parents and local childminders hold her in high regard, describing her as 'exceptional, sensitive and approachable'. They consider the children in her care to be 'confident, happy and great communicators'.
- Children make good progress in their learning and development. They have fun and make great memories with the childminder. However, she does not always provide children with ambitious activities that fully challenge them. At times, she does not give children high-quality opportunities to develop their problem-solving skills to help them to achieve their end goal.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm. Her training is fully up to date and she is aware of all the most recent developments in safeguarding. She can talk about and confidently identify possible signs of abuse. She has robust systems in place to record and report any concerns regarding children, parents and other professionals. The childminder does not allow internet access or mobile phones in her home. She is proactive in keeping parents informed about safety, for example, she provides them with information about online safety.

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

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

- provide children with highly challenging opportunities to help them to develop their problem-solving skills.

## Setting details

<b>Unique reference number</b>	221995
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113105
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	22 October 2015

## Information about this early years setting

The childminder registered in 1990 and lives in the village of Witchford, just outside Ely. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and annual holidays. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Fiona Wood

### Inspection activities

- The inspector viewed the areas of the home used by children to understand how the early years provision is organised.
- The inspector observed care practices and the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector looked at relevant documentation, including first-aid and insurance certificates.
- The inspector took account of the views of parents through written information 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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