

Childminder report

Inspection date: 20 February 2020

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 develop an affectionate bond with the childminder and show that they feel happy and safe in her care. They like to involve her in their play and know that she is always close by with reassurance and cuddles as they need. Children are confident to ask their inquisitive questions. They know that the childminder will listen to what they have to say and always provide them with an answer.

Children show high levels of enjoyment as they engage in activities. They make choices from a wide range of resources that reflect their current interests and focus on their learning. For example, children who are especially imaginative enjoy using small-world figures in their role play and sharing storybooks about mermaids. They learn the meaning of new words which the childminder introduces, such as 'amulet' and 'mannequin'. Children enjoy discussions about what it would be like to live by the sea and relate the story to their own experiences. They become animated as they talk about the holidays they have been on and the people who make up their family.

Children behave well, and with gentle reminders learn to be patient and share the resources. For instance, they take turns to press the buttons on an interactive toy to start the music. Children enjoy to dance at every opportunity and proudly show each other how they can jump, hop and move their hips from side to side.

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

- The childminder is part of a close network of other local childminders. This enables her to share ideas with other professionals and regularly reflect on her childcare practice. In addition, they all meet up several times each week. This enables children to take part in activities on a larger scale, such as music and messy play sessions. Children have opportunities to develop their social skills and explore how relationships work as they mix with children of all ages.
- The childminder uses the information from her assessments of children well. She plans a curriculum that supports them to make good levels of progress and develop essential skills for future learning. The childminder has reduced the level of paperwork that she completes to ensure this is at a manageable level.
- Effective care practices promote children's good health and support them to become more independent. Children are encouraged by the childminder to wash their hands and attempt to manage their own toileting needs. They learn to have regular drinks of water, choose to eat the savoury items from their lunch boxes first, and learn about the reasons why they must look after their teeth.
- Children take part in a good range of activities to help them to understand how they may be similar or different to others. They learn that some people may speak different languages or wear different clothes. Children enjoy comparing

the colour of their hair with others to see if this is blonde, black or brown.

- Children show competent mathematical skills. They use numbers to count in sequence and know that the sides of a square or rectangle may be short or long. Children enjoy learning about three-dimensional shapes and challenges set by the childminder, such as to build a pyramid from magnetic construction pieces.
- Although the childminder shares pertinent information with the older children's school teachers, she has not managed to establish a similar relationship with the other settings young children attend. This does not always enable her to promote a consistent approach to support their learning and development.
- The childminder places a strong emphasis on ways to involve parents in children's learning. She makes time for daily discussion and sends home termly reports of children's development that detail their next steps in learning. She welcomes their input on the areas they would like her to focus on. Parents describe the childminder as being caring, understanding and professional. They say they could not ask for a better person to look after their children.
- The childminder continually improves her knowledge and skills through various training opportunities. However, she does not always focus her learning on helping children to make the best possible progress, particularly in relation to their early writing skills and developing their emotional literacy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and recognises the signs and symptoms that may indicate a child is at risk of harm. She understands when it is suitable to monitor a child and when an immediate referral needs to be made. The childminder knows the correct reporting procedures of her local authority and keeps their contact information up to date. Children know that when they are in the childminder's home, and to keep safe, access to the internet is to be supervised. They learn that some online content may not be suitable for their age.

What does the setting need to do to improve?

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

- seek further ways to enhance professional development opportunities that focus on developing teaching and help extend children's progress even further
- extend links with the other settings children attend to promote a more consistent approach to children's learning and development.

Setting details

Unique reference number	EY422981
Local authority	Cambridgeshire
Inspection number	10062135
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	8 June 2016

Information about this early years setting

The childminder registered in 2011 and lives in Great Cambourne. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rachel Pepper

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed the curriculum with the childminder and jointly reviewed the activities that she made available.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through discussions on the day and 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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