

Childminder report

Inspection date: 2 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are friendly, confident and articulate. They enjoy wonderful relationships with the childminder, her husband who also works with her as a childminder, and each other. Children love to be imaginative. For example, they enjoy superhero role play and assign roles to each of their friends as well as the childminder. They play and work together, for example to decide how they are going to catch a pretend bear.

Children behave very well and show great consideration of others. They demonstrate good physical skills. For example, they capably balance on stepping stones and run confidently while avoiding obstacles. Children use their small-muscle skills to create working models with plastic parts that they connect using nuts and bolts.

Children have good communication skills. They discuss and share ideas, ask questions and display a positive attitude towards learning. Children confidently link sounds and letters. They learn all the key skills that will provide a solid foundation for their future learning in school.

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

- The childminder works closely with her husband to provide a warm and welcoming environment. There are a good range of resources for children to freely access either indoors or out in the garden. The childminder is clear about what she wants children to learn and activities are based on this knowledge and their interests.
- The childminder knows individual children and their families well. She is very responsive to their needs at any given time. Parents say they are very happy with the care provided by the childminder and her husband. They value the home-from-home environment, and the wide range of outdoor learning opportunities and experiences.
- The childminder joins in children's play and this enables her to model learning. For example, she takes her turn to find number cards hidden in the sand and tells children the number she has found. Children copy this and are proud when the childminder praises them for correctly finding and identifying their number card. Overall, the childminder extends children's learning and skills well. For example, she makes a larger space between stepping stones to challenge a child's ability to move and balance.
- Children show competence in their mathematical development. However, the childminder misses opportunities to build on some of these skills, especially with regard to numbers. This includes extending their counting or supporting them to count in the correct sequence.

- Children are interested in how things work and recognise and solve simple problems. For example, the childminder helps them to build working models using pictorial instructions. She encourages children to think about the appropriate tool to use. Children show high levels of dexterity, perseverance and concentration as they screw nuts and bolts in tight spaces.
- The provision of snacks and meals is nutritious and balanced. Children who are less keen to eat are encouraged to try new foods in a calm and relaxed environment. Children's oral health is appropriately supported and the childminder builds on their previous experiences at the dentist.
- The childminder has sensitively managed children's anxieties during the COVID-19 (coronavirus) pandemic, for example about going outside and not being able to see their extended family members. Parents are currently not permitted inside the childminder's home due to COVID-19 restrictions. However, children leave their parents confidently at the door and settle easily to activities of their choosing.
- Children are very kind and considerate. They use good manners frequently and without prompt. Children are inquisitive about the similarities and differences between themselves and others. The childminder answers their questions sensitively and in an age-appropriate way.
- The provision is managed well by a well-qualified and knowledgeable childminder. She completes regular training initiatives that are relevant to the needs of children attending. The childminder regularly evaluates the provision with her husband to ensure it continuously meets the needs of children and directly reflects the wishes of parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge about how to safeguard children. She recognises the signs and symptoms of the main types of abuse and knows what to do to protect children given different scenarios. She has a good understanding of the potential impact on children's welfare and safety with regards to wider safeguarding issues, such as radicalisation. Risk assessments are effective and continuously consider the safety of individual children attending and their different ages.

What does the setting need to do to improve?

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

- extend the programme for mathematics to maximise every opportunity for children to build on their knowledge of numbers and counting.

Setting details

Unique reference number	EY554176
Local authority	Cambridgeshire
Inspection number	10175027
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives near St.Neots, Cambridgeshire. The childminder operates Monday to Friday from 7am to 6pm, all year round except for bank holidays and family holidays. The childminder also offers overnight care any weekday or at the weekend. The childminder works with her husband, who is also a registered childminder. The childminder holds an appropriate early years qualification at level 4. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Anna Davies

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector and childminder completed a joint evaluation of an activity.
- The childminder provided the inspector with a sample of key documentation on request.
- A number of parents shared written feedback with the inspector and the inspector 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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