

Childminder report

Inspection date: 27 October 2021

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

The provision is good

Children make good progress in their learning. The childminder knows the children well and provides activities that are based on their interests. She joins in their play and ask questions that help to build on what children already know and can do. This helps children gain the skills they need to be ready for the next stage in their learning.

Children have formed warm and secure attachments with the childminder and her family. They enjoy being together and children show that they are happy, safe and settled in the childminder's care. Children behave well. They listen and respond well to the childminder's guidance as she helps them to resolve their differences. Children learn about keeping safe and understand the rules of the setting. For example, they know that only one person at a time is allowed on the trampoline.

Children take great delight in waving large wands around in the air to create big bubbles. They enjoy chasing the bubbles to try and pop them before they float away. Children concentrate well on activities that interest them, such as cooking activities. The childminder's assistant talks to children about the numbers as they weigh ingredients. They carefully spoon flour and sugar into the bowl, using good hand-to-eye coordination.

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

- The childminder knows what the children in her care need to learn. This helps her to plan a curriculum, so that children build on their skills in a way that suits each child. For example, the childminder promotes children's communication and language effectively, such as providing a commentary as they play. She breaks down sentences to help children understand what is being asked of them, particularly for those who are still developing these skills. This means children hear a range of new words, which helps to extend their vocabulary.
- Children take turns and share toys. They form firm friendships with one another and play together happily. Children play with a range of resources and choose what they would like to play with next. This helps to support their growing independence.
- Children are beginning to understand how sensible hygiene routines contribute to their good health. They competently wash their hands, and they know not to lick the spoon during shared cooking activities. The childminder involves children in making healthy choices at snack time, where they can choose a fruit snack and a fun snack. They readily help themselves throughout the day to their individual water bottles.
- The childminder finds out from parents about their children's routines and abilities before they start at the setting. She observes children to find out what

interests them. This helps her to tailor the settling-in process according to children's individual needs when they first start. The childminder shares information with parents about activities they can do to support their child's learning at home. Children benefit from this shared approach, which helps them to be successful.

- Parents are very pleased with the care their children receive and the progress they make in their learning. They speak highly of the childminder and the nurturing care she offers to their children. Parents say, 'We like the home-from-home setting that the childminder provides.' Parents' written feedback states that they enjoy the feedback about what their child is learning.
- The childminder is qualified and experienced. She completes regular training to keep her knowledge and practice up to date. However, staff do not have the same level of input to their professional development to help them gain a secure knowledge of teaching. The childminder has not fully explored ways to continually help staff develop the skills that help children make the very best possible progress in their learning. In addition, she has not sufficiently considered monitoring staff's practice to give a complete overview of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding. She knows the signs that could indicate a child's welfare is at risk and the wider safeguarding issues that can affect children. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. The childminder makes sure her assistants understand this and that they complete training to ensure their child protection knowledge is up to date. The childminder has robust risk assessments to ensure that the environment is safe for children. This helps to assure 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:

- build on the already good practice and seek ways to help all assistants develop their teaching skills
- strengthen the monitoring of assistants' practice to develop their knowledge and understanding of how children learn so that all children benefit from high-quality learning experiences.

Setting details

Unique reference number	EY304503
Local authority	Cambridgeshire
Inspection number	10210870
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 11
Total number of places	18
Number of children on roll	29
Date of previous inspection	29 January 2013

Information about this early years setting

The childminder registered in 2005 and lives near Huntingdon, Cambridgeshire. She operates all year round from 7.45am to 6pm Monday to Friday, except for family holidays. The childminder works with six assistants. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Emma Bright

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector spoke to the childminder during the inspection about the views of parents and took account of their written feedback.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision is organised. The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The childminder provided the inspector with a sample of key documentation on request. This included evidence of her assistants' suitability, the childminder's qualification certificates and the record of children's attendance.
- The inspector talked with the childminder and minded children at appropriate times throughout the inspection.

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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