

Childminder report

Inspection date: 10 November 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children have a thoroughly enjoyable time with the warm and caring childminder. They settle well and are eager to access the toys and resources on offer. Children have formed very close relationships with the childminder and the other children who attend. Children are kind and courteous. They show love and affection towards babies and understand how to share toys and the resources fairly. Children sing songs that help them to gain an understanding of different emotions and how they are feeling.

Children display positive attitudes to their learning. They want to have a go at activities. For example, older children ask to cut up their own apple at snack time. The childminder supports them to do so safely. Children delight in exploring different materials and textures as they mix sand, paint and water together. Babies smile as they rub their paint-laden hands onto a plastic screen and look at their paint smudged face in a mirror. Children enjoy exploring in the garden. They turn on the tap from the water butt independently. When the water makes muddy puddles, they jump and make big splashes in their wellington boots. This makes them squeal and laugh.

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

- The childminder is very experienced in childcare and has a good understanding of the learning needs of the children in her care. She knows what they can do and what they need to do next to, in order to achieve their full potential. The childminder checks children's progress on a regular basis and shares this information with parents.
- The childminder uses every opportunity to encourage and to support children to develop their independent self-care skills. They put on their own shoes and coats and are taught how to fasten their zip. Children independently wash their hands before eating or after messy play. They understand why they must do so because the childminder talks to them about germs and what might happen if they do not.
- Children behave well. The childminder gives them clear explanations to help them develop a sense of right and wrong. Children are polite, and the appropriate use of good manners is consistently encouraged. The childminder leads by example and ensures she speaks positively and is always courteous to children.
- Children learn about the wider world and spend time in their local community. The childminder teaches and supports children's understanding of concepts, such as Armistice day. When in the village, children buy a poppy and visit the poppy display at the local church. They watch a children's program specifically designed to give young children a simple overview of the meaning of the day

before making a poppy display from their handprints.

- The childminder provides children with healthy, home-cooked meals and snacks. They have constant access to water throughout the day. The childminder discusses what keeps teeth healthy and strong. Older children recall that this is calcium and can name foods that have calcium in them.
- Children demonstrate increasing vocabulary as they speak to their friends and engage in discussions with the childminder. They listen to stories and join in with familiar songs. The childminder talks to children and repeats words for reinforcement with very young children.
- Children attend other settings for some of their learning and development. While effective partnerships with some settings have been established, it is not the same with all settings. This means that partnership working is not as strong for some children.
- Strong partnerships with parents are in place, and they are kept well informed about all aspects of their children's day. The childminder supports parents to develop their children's learning at home. Parents feel the childminder is very approachable and listens to them. They like that their children are given a wide range of opportunities and experiences.
- The childminder is passionate about her role and wants the very best for children. She consistently reflects on her practice and identifies areas for development. She completes meaningful professional development opportunities that help to develop her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a clear understanding of the signs and symptoms of abuse and any action she would take. This includes concerns about children and families becoming radicalised and the signs of female genital mutilation. She keeps her knowledge refreshed through completing regular safeguarding training. The childminder ensures her premises are safe and secure. This helps to prevent unauthorised visitors to her home while children are present.

What does the setting need to do to improve?

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

- strengthen partnerships with all the settings that children attend, to further improve information sharing and support for children's learning.

Setting details

Unique reference number	2500068
Local authority	Cambridgeshire
Inspection number	10191497
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	1 to 6
Total number of places	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Old Hurst, Cambridgeshire. She operates all year round from 7.30am to 6pm, except for bank holidays and family holidays. The childminder is able to provide funded early education for two-, three- and four-year-old children. She has a level 3 childcare qualification.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The inspector discussed the learning environment with the childminder and how the setting is organised.
- The inspector observed interactions between the childminder and the children.
- The inspector spoke to the children during the inspection.
- 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 took account of the views of the parents through discussions on the day and the written feedback that was 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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