

Childminder report

Inspection date: 19 April 2022

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 happy and enjoy their time in this homely environment. They confidently choose from a range of toys and activities which are readily available. They are keen for the childminder to join in their games, passing her cars to play alongside them. Regular walks to the library, playgrounds and local playgroups provide opportunities for children to find out about the world around them. They learn about different festivals and celebrations through books they choose at the library. Children develop physical skills in the garden, where they practise riding scooters and tricycles. They role play with toy animals, learning which habitats they live in and what food they eat.

Children respond positively to the childminder's requests and demonstrate good behaviours as they help tidy up. Children develop age-appropriate independence. They practise putting on their own shoes and demonstrate high levels of determination when met with challenges, persisting until they succeed. Children learn the importance of being healthy and practise daily hygiene routines. They independently wipe their own noses and wash their hands. Children enjoy taking part in regular cooking activities. They help prepare and cook lunch, chopping the vegetables for the home-made soup.

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

- The childminder knows the children well. She gathers relevant information from parents during settling-in visits before the children start. This enables her to support children's individual needs and quickly identify appropriate next steps in their learning. Children's interests are used to plan activities and their developmental progress is tracked alongside the seven areas of learning and development. The childminder shows a good understanding of children's typical development and is quick to identify where there may be any potential delays. She works alongside parents to support children's progress, including signposting to other services when required.
- Due to COVID-19 restrictions, the childminder welcomes children in at the door as they arrive. She uses this time to share information with parents, discussing what the children have been learning and practising while in her care. Parents express how happy they are with the childminder's care for their children. They say their children are excited to attend and miss the childminder when they leave. They value the positive impact her care has on children's development and talk about what their child can do now compared to when they started.
- Mathematical language is woven through all aspects of the children's day. The childminder talks to children about shape and size and regularly counts during their play and activities. For example, while teaching children about road safety, together they identify the shapes and colours of the road signs and their

meaning. Children use their knowledge to show that red means stop and green means go, as they role play with the small-world cars on the road mat.

- The childminder supports children's language development well. She constantly engages children in conversation and continually provides them with new vocabulary. Children who speak English as an additional language are greatly supported in learning new words through well-thought-out activities. The childminder supports children's play, asking appropriate questions to extend their speech and language development, and highlighting key words to reinforce their understanding. Children enjoy sharing stories with the childminder; they sit together and talk about the pictures on the pages. While children have access to some books, most are stored up high out of reach. This does not always allow children to select and enjoy books independently.
- The childminder works well with other settings. She communicates with the local nursery to gain a good understanding of what the children are learning and uses this to further extend their knowledge. The childminder completes developmental reviews which she shares with both the nursery and parents. This ensures continuity of learning.
- The childminder shows a good commitment to her professional development. She undertakes regular training to keep her knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her role and responsibilities to safeguard children. She has a secure knowledge of the signs and symptoms that a child may be at risk. The childminder knows and understands the correct procedures to follow and who to contact if she has any concerns about a child's safety or welfare. This includes the wider safeguarding issues, such as exposure to radicalisation and extremist behaviours. The childminder completes regular risk assessments to manage a safe home environment and to help reduce hazards and minimise accidents.

What does the setting need to do to improve?

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

- consider how both the indoor and outdoor learning environment is arranged so that children can access books independently and develop a love for books and storytelling.

Setting details

Unique reference number	EY555965
Local authority	Cambridgeshire
Inspection number	10174978
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	2 to 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Cambridge, Cambridgeshire. The childminder offers her childminding service from 8am to 6pm, each weekday, all year round, with the exception of family holidays.

Information about this inspection

Inspector

Rachael Small

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder took the inspector on a learning walk and discussed the curriculum.
- Together, the childminder and the inspector completed a joint observation and discussed the outcomes.
- The inspector held discussions with the childminder, parents and children, taking into account their thoughts and views.
- The inspector spent time observing the childminder's interactions with the children during their play and routine activities.

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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