

Childminder report

Inspection date: 13 June 2022

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 are exceptionally happy and settled. They have close emotional attachments to the childminder, readily going to her for reassurance. Children enjoy her cuddles when they are upset. They behave well and know what is expected of them. The childminder reminds children about the consistent rules, such as not throwing sand. She gently explains that the rules are there to keep them safe. Children are developing good relationships with each other. Younger children play happily alongside each other and are beginning to initiate interactions with one another.

Overall, children access an interesting range of toys and resources. Those children who learn best when outdoors can do so. The childminder provides for all areas of learning, both indoors and in the garden. Children develop a good attitude to learning. They enjoy sorting shells and readily use the vocabulary 'same' and 'different'. Children develop their mathematical skills as they count how many shells they have and sing number rhymes together. Children are developing a love of books. The childminder reads to them and they listen intently. Children show curiosity as they talk about the illustrations, naming items such as lorries, helicopters and cars.

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

- The childminder is led by what children want to do. She responds positively to the shorter concentration span of younger children and readily changes the activity when they lose interest. Children confidently choose what they want to do, such as playing on the balance bike or in the water tray.
- Children are learning about the natural world. For example, they understand that plants need water to help them survive and are keen to water them. However, the watering cans are too big for children to use independently. When the childminder finds a child-size watering can for younger children, she does not demonstrate how to hold and use it. Consequently, children empty the water onto the floor. In addition, the water tray is deep, and children struggle to access the water in the bottom of it.
- The childminder finds out about children's starting points through her discussions with parents. She talks confidently about the progress that children have made while in her care and knows where they are in their learning. The childminder plans and provides activities to build on what children already know and can do. Children make good progress and develop the key skills needed to be ready for school.
- The childminder supports children's speech and language development well. She models taking turns in conversations and repeats back what children are saying so that they hear words pronounced correctly. The childminder responds

positively to the babbles and gestures of babies. Children become confident communicators.

- Children are helped to learn about the importance of good hygiene routines. They readily wash their hands before eating. The childminder meets children's individual dietary needs. She follows children's individual routines for feeding and sleeping and continues these, promoting continuity of care.
- The childminder builds effective partnerships with parents. Written testimonials from parents demonstrate the high regard they have for her. Parents describe her as 'caring' and say that they feel 'so blessed' to have her as their children's childminder. Parents appreciate the childminder's good level of communication, through verbal discussions, photographs and written records of their children's learning.
- The childminder strives to establish effective partnerships with staff at other settings that the children attend. She fully understands the importance of an effective two-way flow of information, to ensure children's individual needs are identified and managed.
- The childminder reflects on the quality of her provision. She seeks the views of parents and children through her daily discussions with them and through written questionnaires. The childminder keeps up to date with mandatory training. She is motivated and keen to further her childcare skills and knowledge, to continuously improve the quality of the care and learning experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to protect the welfare of children. She is aware of the indicators of abuse and regularly updates her child protection training to ensure that she is aware of the local safeguarding partnership procedures. The childminder knows where, and how, to report concerns. She has a good knowledge of safeguarding issues. For example, she understands the importance of identifying and supporting families who may be at risk from extreme behaviours or views.

What does the setting need to do to improve?

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

- review how activities are organised to ensure that resources are suitable and children are always able to participate at their own level.

Setting details

Unique reference number	EY442648
Local authority	Cambridgeshire
Inspection number	10231815
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	5 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Highfields Caldecote, Cambridge. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jacqui Mason

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 their evaluation of the provider.
- The inspector and the childminder held a discussion to understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- Children spoke to the inspector during the inspection.
- Parents shared their views on the setting with the inspector through written testimonials.

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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