

Childminder report

Inspection date: 28 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy and safe in this homely environment. The childminder and her assistant have warm and trusting relationships with the children. Children spontaneously approach the childminder for affection. They enjoy sitting close to the childminder's assistant when listening to a story. Children are familiar with the childminder's setting. They confidently explore the resources and toys, and happily play with their chosen activity. The childminder and her assistant get down to the children's level and join in with their play. Children like to show the childminder what they have made. They are proud of what they have achieved.

Children's behaviour is good. The childminder has high expectations of children's behaviour, which are age-appropriate. She continually provides praise for the children, which helps to promote their self-esteem. The childminder supports younger children extremely well to learn how to share and take turns. She is calm and patient and gives children space and time to work things out for themselves. The childminder offers cuddles when children get upset and words of encouragement to ensure children know she is close by. The childminder spends time ensuring children understand what to do. Children are encouraged to be kind and use good manners.

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

- The childminder and her assistant work closely together as a strong team. They get to know children and their families well. They act on information received during the settling in process to ensure children are well supported and settle swiftly. The childminder talks confidently about children and where they are in their learning. She monitors children's progress and identifies targets for what she wants children to learn next.
- Partnerships with parents are strong. The childminder ensures that there is a good two-way exchange of information about their children's learning. This helps the childminder to ensure that her assessments are accurate. The childminder worked hard during the COVID-19 pandemic to maintain regular communication and provide support for children and their families. Parents are extremely complimentary of the childminder and the service provided. They like the 'home-from-home family environment' and comment on the variety of different activities their children participate in.
- Children's communication and language skills are well supported. The childminder and her assistant talk to children about what they are doing and listen well to what children say. They ask questions and add new words, such as 'segment' and 'arch', to extend children's developing vocabulary. The childminder encourages children to use their home language.

- Children of all ages are active learners, and they participate in areas of their learning with enthusiasm. They select what they want to do and when, and show a keen interest in the activities available. However, the childminder and her assistant do not always consider ways in which all children can sustain high levels of focus and concentration. This means that there are times when some children are not consistently engaged in meaningful learning.
- The childminder works hard to establish links with other settings children also attend. This means that children have good continuity in their care and education.
- Children are eager to play in the garden and enjoy demonstrating their good physical skills. The childminder ensures that children experience interesting learning opportunities they may otherwise not receive. They go on trips to places in the local community, such as visiting the cathedral. Children have opportunities to borrow books and resources to share at home with their parents.
- The childminder regularly reflects on her provision and attends a range of training to enhance her knowledge and skills. However, she does not monitor her assistant's practice as rigorously as she could to enhance specific skills and raise the quality of teaching even further.
- Children are helpful and polite. They respond well to the childminder's requests, for example helping to tidy toys away before lunchtime. The childminder and her assistant support children to learn about good hygiene practices. Children know to wash their hands before eating and after toileting. The childminder and her assistant are attentive to children's care needs. For instance, they change children's nappies when needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility to safeguard children and to protect their welfare. They undertake relevant training which helps to update and extend their safeguarding knowledge. The childminder and her assistant are fully aware of the signs that may mean that a child is at risk from abuse or neglect. They know how to take swift action to ensure that any concerns about a child's well-being are reported to the relevant authorities. The childminder understands what to do if there is an allegation made against herself or household members. She informs parents of her responsibility to keep children safe. The childminder helps children to feel confident to speak out.

What does the setting need to do to improve?

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

- use more opportunities to engage children in activities that sustain their

concentration and focus to extend their learning to help them to achieve as much as they can

- monitor staff performance more closely to continue to strengthen and improve on their practice.

Setting details

Unique reference number	EY389770
Local authority	Cambridgeshire
Inspection number	10231781
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	12
Number of children on roll	21
Date of previous inspection	16 September 2016

Information about this early years setting

The childminder registered in 2009 and lives in Ely, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Harris

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 on the provider and has taken that into account in their evaluation of the childminder.
- 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 that this has on children's learning.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection. She observed a group activity and jointly evaluated this with the childminder.
- The childminder showed the inspector a range of documentation, including evidence of the suitability of all those living in the household.
- Parents shared their views of the setting through written feedback, which the inspector took into account.
- Children spoke to the inspector during 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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