

Childminder report

Inspection date: 13 September 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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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 outstanding

The childminder provides an exceptionally personalised approach to settling children and their families into the setting. As a result, children settle extremely quickly and form warm, trusting relationships with the childminder and each other. The childminder continually offers children opportunities to think and make choices about their behaviour and safety. Children are always involved in their own learning, and the childminder provides excellent opportunities for children to understand and share their feelings. There is absolute trust between everyone, and children's voices are heard and respected. The childminder helps children to keep on trying and learn from their mistakes. The childminder promotes empathy, supporting older children to listen and care for the younger ones. Children are eager to help each other. They are very confident and independent and are learning to become responsible.

The childminder carries out exceptionally detailed assessments of children's learning and development and quickly identifies the individual needs of children. She shares information so that all children, including those with special educational needs and/or disabilities (SEND), make excellent progress. Children participate in a vast range of experiences that enhance their learning and development. They benefit from the outstanding partnership working the childminder develops to access these opportunities.

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

- The childminder is passionate about providing the best care and education for children. She has in-depth knowledge of child development and uses excellent teaching strategies. She makes use of all available opportunities to develop children's understanding of different concepts. For example, she fluently embeds mathematical learning, counting and using number frames in everyday situations. Children make rapid progress as she helps them to make links in their knowledge and reminds them of previous learning in day-to-day conversation.
- The childminder has a solid understanding of what she wants children to achieve while in her care. She provides a rich set of learning opportunities that enhance children's learning about the world around them. Trips to forests, parks, libraries and farms are taken daily, and the childminder has a clear understanding of the learning needs of each child and how to support these when outside. Having a thorough understanding of each child helps the childminder to respond quickly to children's emerging interests and learning.
- The childminder provides challenge for every child. She supports the development of their communication and language by role modelling. She helps children to learn new words, discussing what they mean in a fun way. The childminder expertly reads stories to children, supporting them initially to work

out what is happening from the pictures and then reading the story in a fun way together. Children rhyme words and develop a real love for reading. They sing songs and join in with actions, counting on their fingers and moving their bodies. Children talk confidently to each other and to adults. They invite other children into their play and express themselves confidently.

- Children are actively encouraged to develop healthy habits. The childminder discusses healthy foods and oral care with children. She provides healthy snacks and plenty of fresh air and exercise. Children who are learning to walk are given plenty of space and opportunity to move and are physically supported.
- There are exceptional partnerships with parents, who speak highly of the support and advice they receive. Information is shared openly so that children's health and development can be supported effectively. For example, the childminder shares information about healthy eating and positive behaviour management strategies.
- The childminder enthusiastically develops her own learning and understanding of child development. She continually accesses training and reflects on her practice, making improvements to further enhance children's care and learning. She is also an excellent role model for other childminders in the area, providing support and information to help them develop their own practice. She proactively shares information with other professionals to help children who are transitioning on to school or when supporting children with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of safeguarding. She has developed policies, procedures and resources to help her identify and report when she has concerns. She continually updates these and accesses regular training. She knows about local issues and can identify potential signs of abuse. She knows how to respond and who to contact with her concerns. The childminder also provides information to parents and other childminders and keeps children safe when using technology in the setting.

Setting details

Unique reference number	222348
Local authority	Cambridgeshire
Inspection number	10112981
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	21 May 2015

Information about this early years setting

The childminder registered in 1992 and lives in Wisbech, Cambridgeshire. She operates all year round, from 7am to 6pm, on Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Joyce

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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