

Childminder report

Inspection date: 17 October 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 have a good relationship with the childminder. They settle and explore their environment. For example, children explore a treasure basket and take items to the childminder. Children have routines in place throughout the day, which helps them feel safe and secure within their surroundings. Children access a variety of resources, both indoors and outdoors. They have an area of the garden set up specifically for their needs. They use a mud kitchen with utensils, access a playhouse and use a small slide. Indoors they use treasure baskets and pretend play with a woodworking bench. Children choose freely what they would like to use.

Children explore their local community with walks around the village and across fields. They talk about what they have seen while out exploring. They choose stones painted with nature items to encourage them to find items while out. Activities are provided that children have shown an interest in, which helps to support and extend their learning. For example, when children show an interest in trains, they are encouraged to count them.

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

- The childminder reflects on what she is providing for the children in her care. For example, she values walks in the local community rather than having children sat in a car for long periods of time.
- A positive settling process is in place for new children. This enables the parents to share information about their child, before they are left with the childminder. This information is then used to plan each settling period, which helps both the child and parent to feel secure in the childminder's care.
- The childminder understands children's needs well. She quickly recognises when children are tired or hungry. This ensures that children's needs are quickly met. Children's emotional well-being is valued. The childminder talks to them about what will happen during the day, enabling unsettled children to be supported with the day ahead.
- The childminder ensures that children experience a wide range of vocabulary during their day. Young children have the correct language modelled to them. The childminder praises children for attempting activities. For example, praise is given to a child who is trying to eat with a fork at lunch time. Children gain confidence in their ability and will repeat actions.
- Activities are provided that the childminder knows children have shown an interest in. She adds resources to encourage children to continue their learning. For example, when using the mud kitchen, utensils are provided to encourage stirring and sweeping. Children are encouraged to learn new actions using the broom and spoon.

- Parents speak highly about the childminder and the support she provides to their children. They talk about information shared through an online platform. They praise the development their children have made with their speech.
- The childminder ensures that relevant information about the children's progress is shared with their parents. She provides ideas about how to support development at home. For example, she provides ideas about finding the letters of children's names to support activities children are doing with her. This enables children to be fully supported with their learning. However, the childminder has minimal contact with other providers. This means that she misses opportunities to ensure that everyone involved with the child is providing the same or similar support for them.
- The childminder has an understanding of how to support children with special educational needs and/or disabilities. She has an awareness of care plans and knowledge of working with professionals to ensure children reach their full potential.
- Children are respected during personal care routines. Permission is gained from younger children when nappy changing. Older children have their own, named towels. This enables children to become independent with their personal needs.
- The childminder offers home-cooked meals. They receive fresh vegetables and fruit, which helps to provide a healthy diet. Physical activity takes place daily. Children are taken on walks and play in the garden. They sing and listen to songs, which encourage physical movement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She is clear and confident about what procedures to follow should she have any concerns for a child. The childminder is aware of the signs of abuse. She maintains relevant paperwork and is aware of who to contact for advice and support. The childminder is clear about 'Prevent' duty and what her responsibilities are.

What does the setting need to do to improve?

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

- develop an effective partnership with other settings that children may attend to share information and enable all children to reach their full potential.

Setting details

Unique reference number	2579890
Local authority	Cambridgeshire
Inspection number	10249098
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Sutton near Ely. The childminder is open from Monday to Wednesday, all year round, from 7.30am until 6.30pm. The childminder is open for some bank holidays. She closes during family holidays.

Information about this inspection

Inspector

Denise Clayton

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 setting.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- 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 childminder spoke to the inspector about their intentions for the children's learning.

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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