

Childminder report

Inspection date: 25 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the care of the childminder and her husband, who works as her assistant. They have comfortable and relaxed relationships with the childminder and her husband. Interactions are warm, nurturing and natural, which supports children's emotional development and sense of security. Children behave very well and show respect for others. For example, they ask the childminder 'How can I help you?' and make sure other children have a turn to stir the play dough mixture they have made.

Children's love of stories and books is promoted at every opportunity. The provider and her husband use this time to extend children's vocabulary and encourage them to observe details and to explain what is happening in pictures. Children continuously learn new vocabulary, such as 'recipe' and 'kneading', as they make play dough. They take time to think when the childminder asks, 'What do we need next?'

Younger children really benefit from watching and copying older children's language and actions. They look up to the older children, who provide positive role models. Children are encouraged to persevere in a caring and nurturing way. For example, the childminder and her husband help children to count beyond the numbers they already know. Children enjoy the praise they receive when they attempt this.

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

- The childminder has made clear improvements since her last inspection. She has worked with local authority advisors and undertaken lots of training opportunities. This has increased the childminder's confidence to plan and develop a broad and balanced curriculum. She now uses an improved knowledge of child development to underpin this.
- The childminder knows children really well and they make good progress in her care. She plans a good range of activities according to the skills that children need to consolidate or learn next. The childminder is focused on preparing children for modern Britain, with the values necessary to be good citizens, and a positive attitude towards the next stage in their learning.
- The childminder focuses on extending children's learning through activities they enjoy. For example, she explains the difference in size between a teaspoon and tablespoon. She encourages children to observe how the play dough mixture changes in texture and colour as different ingredients are added. Children strengthen their hand and finger muscles as they knead the dough, manipulate it into shapes and make marks with scissors and tweezers. The childminder understands the importance of such activities to support children as they learn

to hold and write with a pencil.

- Children confidently use number language and compare numbers in their play. They use size language and can make comparisons, for example, between 'bigger' and 'biggest'. Children use their imagination to create their own 'birthday party' for toy animals and a 'smoothie' for the birthday tea. Children learn about nature and how to care for living things. They tend to the childminder's chickens, feed the birds in the garden and harvest fruit and vegetables at the allotment.
- Parents are very happy with the care provided to their children. Comments include that the childminder is 'very warm and accommodating', 'very generous with food' and that their children 'never want to come home'. The childminder works closely with parents to share her knowledge about important aspects of childhood, such as developing children's love of books. Children borrow books from the library and take these home to share with their families.
- Some children share their week between being cared for by the childminder and attendance at other provisions. However, the childminder does not place enough emphasis on developing ongoing partnerships and dialogue with the other providers. This does not help to promote consistency for children whose care and education is shared in this way.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good and improved understanding of safeguarding and how to protect the children in her care from the risk of harm, abuse or neglect. She is clear about how to report any concerns she may have and who to. The childminder understands safeguarding in a wider context, such as preventing children being exposed to radicalisation, extreme views and breast ironing. The childminder has improved the safety of children while on outings and school runs. For example, she and the children wear high-visibility jackets. This ensures that she is easily identifiable, for example, by children coming out of school at the end of the day.

What does the setting need to do to improve?

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

- develop ongoing partnerships and dialogue with the other providers who share the care of children, to promote consistency in children's care and early years education experiences.

Setting details

Unique reference number	EY249308
Local authority	Cambridgeshire
Inspection number	10218052
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 10
Total number of places	12
Number of children on roll	20
Date of previous inspection	2 December 2021

Information about this early years setting

The childminder registered in 2003 and lives in Brampton, Cambridgeshire. She operates all year, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with her husband, who is an assistant.

Information about this inspection

Inspector

Anna Davies

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector discussed what the childminder wants children to learn while in her care and how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and assistant throughout the inspection as appropriate.
- Children spoke to the inspector about the activities they were doing.
- The inspector and childminder evaluated an activity together.
- The inspector looked at relevant documentation.
- A large number of parents had completed questionnaires about the care and education their children receive from the provider. The inspector looked at these and took account of parents' views.

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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