

Childminder report

Inspection date: 9 January 2023

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 at this setting are happy and content. The childminder provides children with a caring and calm environment. Children demonstrate that they feel safe and have a good relationship with the childminder. They go to the childminder for support and reassurance and younger children cuddle up to her for comfort. Children demonstrate positive attitudes to learning and are excited to begin new activities. They enthusiastically and eagerly begin a cooking activity, listening carefully and following simple instructions.

The childminder provides children and families with a settling-in process that supports their well-being. Parents stay with children in the setting until they feel settled. This helps parents and children to develop a good relationship with the childminder. Children feel happy and confident to leave their parents. They settle very quickly and are ready to learn.

The childminder supports children to develop their independence. During snack time, children choose their own plate and learn to use a knife to cut up their fruit. This helps children to become more independent and learn new skills. The setting is spacious, and all resources are stored at low levels. Children can access resources themselves and make independent choices about their learning.

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

- The childminder has adopted a curriculum that is designed to give children the knowledge and skills they need to succeed in life. The curriculum focuses on building children's confidence, emotional resilience and language skills. This means when children leave the setting for their next stage of learning, they are confident and happy learners.
- The childminder tracks each child's development. She ensures their learning is sequenced and planned around their age and stage of learning. However, occasionally during activities, the childminder intervenes too quickly and, therefore, children do not always learn to solve problems by themselves.
- The childminder helps children to develop an awareness of their own needs. For example, children recognise when they are feeling tired and need to sleep. This means children develop an understanding of their emotions and feelings, which helps them to regulate their own behaviours.
- The childminder provides children with lots of books around the setting. She reads to children with enthusiasm. This helps children to become fully engaged. She talks about the pictures in books and links them to real life experiences, giving children a greater understanding. For example, when children talk about insects, the childminder finds a related book. She talks about the insects that they have seen at her allotment and in the garden. This encourages children to

gain an interest in reading and they develop important communication skills.

- Children enjoy healthy meals and snacks. They learn about fruits and vegetables that they grow at the allotment, giving them an understanding of where certain foods come from. The childminder provides opportunities for children to learn about the benefits of a healthy diet.
- The childminder provides a language-rich environment. She ensures her own speaking and reading are clear to enable children to develop their own language and vocabulary well. Children repeat new words and use these during play. When children find the animal figures they comment on which animals are 'nocturnal', remembering new vocabulary they have learned.
- Parents receive information about their children's day and what they have learned. The childminder works in partnership with parents and encourages home learning. Therefore, children benefit from shared learning, both in the setting and at home.
- The childminder has a good understanding of the importance of outdoor play. She ensures children access the outdoors every day. As well as using the garden area, the children also go for walks to the allotment, park and in the local community. Children enjoy exploring their natural surroundings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding young children. She discusses her safeguarding procedures with parents. She knows how to report any concerns she may have about a child in her care. The childminder has a good understanding of types and signs of abuse, including wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty. The childminder also knows what procedures to follow if she has any concerns about another adult or professional.

What does the setting need to do to improve?

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

- continue to give children encouragement and allow further opportunities for them to think for themselves and solve problems independently.

Setting details

Unique reference number	2611907
Local authority	Cambridgeshire
Inspection number	10263187
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Cambridge. She operates all year round from 9am to 4pm, Monday to Wednesday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Vikki Reynolds

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 her evaluation of the provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.

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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