

Childminder report

Inspection date: 2 February 2023

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 benefit from the childminder's comfortable and inviting home-from-home environment. She is attentive to children's emotional needs and consistently positions herself at the children's level. Children have formed close attachments to her and she provides children with cuddles and reassurance when they are upset. When children are tired or hungry, the childminder addresses their needs immediately. Children independently explore the toys available as they develop secure relationships with the childminder.

Children enjoying playful interactions with the childminder. They smile as she makes animal sounds linked to toys they are playing with. Children's early communication and language skills are carefully planned for and supported well. The childminder models vocabulary and provides a narrative to their play. She uses some Makaton sign language to further support children's communication skills. Children's personal, social and emotional development is a focus at this setting. Children learn how to share and take turns, for example, when they roll toy cars down the ramp in a 'my turn, your turn' game.

Children learn about healthy lifestyles. They have daily opportunities for outdoor physical play. For example, young children enjoy practising how to master small steps independently while in the childminder's enclosed garden. The childminder takes children to local woodlands and parks, where they can explore nature and develop their physical skills.

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

- The childminder meets the needs of young children well. When children first start at the setting, she recognises the importance of children becoming familiar with her and their new environment. She gathers information from parents about their children's likes and dislikes, prior experiences, and care needs and routines. The childminder works to incorporate children's routines from home during their time at the setting. Children therefore settle quickly.
- The childminder knows the children well. She accurately uses information from assessments to identify how to best support their progress. She uses what children know and can do to provide an interesting curriculum. The childminder plans a range of activities around children's interests and next steps. Children make good progress in their learning.
- Care practices are good. The childminder seeks children's permission when completing tasks such as washing hands and putting a bib on ready for lunch. This supports children's personal, social and emotional development.
- Children enjoy home-cooked meals, and the childminder encourages them to drink water regularly. She works in partnership with parents to support children's

health, for example when encouraging children to move on from using a bottle to an open cup, when appropriate.

- The childminder keeps up to date by completing mandatory training, such as first aid and safeguarding. She has completed some targeted training after reflecting on her own knowledge base. However, she does not fully focus her professional development plans on extending her knowledge and teaching skills even further.
- The childminder has excellent relationships with parents. She uses a variety of methods to share information regularly about their children's care and education at the setting. She primarily uses an electronic app to update parents throughout the day. However, she is flexible in her communication methods in order to meet the individual needs of each family. Parents continue to use the childminder for wraparound care once their children move on to school. This demonstrates how happy they are with the care and education their children receive.
- The childminder has established good partnerships with the local school and pre-school. These partnerships help to provide consistency of care for children. The childminder liaises with the local school to ensure that there is consistency in the teaching of letter sounds. This supports children's knowledge of phonics in preparation for what will be taught in school.
- The childminder has a clear vision of what she wants the children to learn based on their interests and individual needs. She intends for the children to become independent learners who are able to communicate effectively as they move on to each stage in their learning journey. The childminder seeks external advice to ensure children receive the support they need when appropriate.

Safeguarding

The arrangements for safeguarding are effective.

Children are well supervised as they play and learn. The childminder has a good knowledge and understanding of how to safeguard children effectively. She knows who to contact and what to do if she thinks a child may be at risk of harm. The childminder knows where to seek safeguarding advice and understands the role of relevant agencies. She recognises signs and symptoms of safeguarding issues such as female genital mutilation and the 'Prevent' duty. The childminder maintains accurate records of children's attendance and has efficient methods of identifying patterns of absences.

What does the setting need to do to improve?

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

- continue to build on professional development plans that focus more specifically on developing an expert knowledge of teaching and learning.

Setting details

Unique reference number	258113
Local authority	Cambridgeshire
Inspection number	10264801
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	12
Number of children on roll	5
Date of previous inspection	27 June 2017

Information about this early years setting

The childminder registered in 2001 and lives in Hardwick, Cambridgeshire. She holds an appropriate early years qualification at level 4. The childminder operates from 8am to 5pm, Monday to Friday, all year round, except for family holidays and bank holidays. She provides funded early years education for two-, three- and four-year-old children. The childminder sometimes works with an assistant.

Information about this inspection

Inspector
Carly Parkinson

Inspection activities

- This was the first routine inspection the childminder received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector completed a learning walk together to discuss and understand how the early years provision is organised. The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including evidence of paediatric first-aid training and of the suitability of all those living and working in the household.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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