

Childminder report

Inspection date:

16 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of this exceptionally skilled and dedicated childminder. They are happy, confident and motivated learners who are excited by the activities and resources provided. Children have strong bonds with the childminder. They smile with delight as she joins them in their play. These nurturing interactions and secure attachments ensure that children feel extremely settled.

Children are eager to learn, and they engage in activities for extended periods of time. Younger children are provided with opportunities to develop their hand-to-eye coordination. They listen to the childminder, who models and narrates how to thread beads onto string. Children show determination and perseverance to complete the task independently. They engage in meaningful interactions as the childminder expertly builds on their learning. They respond with great enthusiasm, demonstrating pride in what they have achieved.

Children's behaviour is exemplary. The childminder is an excellent role model and embeds consistent routines into the day. Children know what they need to do next. For example, they readily tidy up the toys and line up for the bathroom when it is time for lunch. Children are highly independent. They take off their own shoes, hang up their coats and are becoming skilful at using cutlery. This gives children a sense of responsibility.

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

- The childminder knows the children exceptionally well and expertly adapts resources, activities and her teaching to provide for their developmental needs and abilities. She is extremely skilful in extending the children's learning based on their interests and linking what they are doing to previous knowledge or experiences. When children comment on the flowers growing in the garden, she recalls when they planted seeds together and prompts discussions about what plants need to grow.
- The childminder carefully weaves a wide collection of stories and songs into her daily teaching. She reads in a very exciting way, using different voices, which captures the children's imagination. Children express a strong love of books. The childminder's exceptional use of questioning engages children in discussions about what is happening on each page, developing their use of descriptive language. She introduces new words, such as 'cauldron', and children independently use these newly learned words in their own conversations.
- The childminder promotes healthy lifestyles. She supports children's understanding of healthy meals through carefully planned discussions. Children use a picture of what a 'healthy plate' looks like to make links to their own food preferences.

- Children show high levels of focus and concentration during activities. They become thoroughly engaged when learning about oral health. The childminder provides resources to develop fine motor skills when drawing and cleaning 'dirt' on pictures of teeth. Even the youngest children are able to focus well on activities for sustained periods.
- The childminder immerses children in a language-rich environment. For example, children notice the rain as it starts to fall in the garden. The childminder uses this as an opportunity to discuss which resources are waterproof and which may become damaged. She encourages the children to think about what might happen to the cardboard tunnel, introducing words such as 'soggy' to describe the material when wet.
- The childminder is inclusive of all children's needs. She swiftly identifies any gaps in learning and meticulously plans ways to ensure that all children achieve the best possible outcomes. Children with special educational needs and/or disabilities are superbly supported. The childminder works closely with external agencies to ensure that children and their families get the help they need promptly.
- The childminder forms excellent links with the local pre-school. She works closely with the teaching staff to share and gather information about children's learning and development. Teachers from the local pre-school visit children in the childminder's home to support their transitions. This prepares children for their next stage in education.
- Partnership with parents is superb. The childminder uses innovative ways, including open days, to engage parents in every aspect of their children's learning. Parents feel that the childminder and her assistants get to know the children extremely well before they start. This knowledge is used to provide learning opportunities that children do not experience at home. Parents comment that the childminder 'goes above and beyond'.
- The childminder extends her knowledge through training and development opportunities, using new knowledge to add quality to her already outstanding practice. She makes sure that her assistants make the most of opportunities to continually develop their knowledge. As a result, children make excellent progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely knowledgeable about the signs that might lead to a concern about a child's welfare. She understands how to identify and report safeguarding concerns, as well as where to go to seek advice. The childminder knows the correct procedures to follow should an allegation be made against herself, her assistants or a member of the household. The childminder attends all mandatory training as well as updating her knowledge through further reading. She ensures that her assistants update their safeguarding knowledge regularly. The childminder shares good information with parents about important aspects of safeguarding, such as internet safety.

Setting details

Unique reference number	EY484810
Local authority	Cambridgeshire
Inspection number	10264407
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	12
Date of previous inspection	14 June 2017

Information about this early years setting

The childminder registered in 2015 and lives in Bottisham, Cambridgeshire. She operates Monday to Friday, 8am to 6pm, term time and during school holidays. The childminder works with a number of assistants across the week. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Parkinson

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and the children, both indoors and outdoors.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of assistants and household members.

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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