

Childminder report

Inspection date: 14 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children's behaviour shows that they are happy and secure and have developed strong relationships with the childminder and each other. Children of all ages are confident to ask the responsive childminder for help and support. Younger children regularly climb onto her lap for a cuddle. Children are supported to share resources and to be mindful of each other as they dig in the sand. Older children competently learn the steps needed to make sandcastles. They show delight when their attempts succeed, and they have the resilience to try again when their efforts falter. Younger children show delight as they dig and shake sand through sieves.

Children show concentration as they play with water. They fill different-sized cups and enjoying the sensation of water pouring over their hands. Older children listen well as the childminder sets them challenges to find different toy sea creatures floating in the water. The childminder provides lots of opportunities for children to develop physically. Younger children laugh and giggle as they crawl and chase each other through tunnels. Children of all ages take part in throwing and catching balls. Through learning to use spray bottles, children develop the muscles in their hands needed for writing.

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

- The childminder demonstrates a good understanding of the abilities and interests of the children in her care. She carries out statutory assessments of their progress. Overall, the childminder provides a curriculum that is interesting and supports children's learning and development. However, she does not always refine her planning to ensure that the activities precisely support children's next steps in learning.
- The childminder promotes children's early mathematical understanding. Older children are confident in identifying the 'biggest' and 'smallest', while younger children are starting to learn number names. The childminder regularly supports children to count. She helps them to say numbers in the correct order and to understand that the last number they say indicates how many they have. The childminder encourages older children to predict how many more scoops they might need as they fill buckets with sand.
- Children are learning to keep themselves and others healthy and safe. On warm days, the childminder reminds children to wear their hats and to keep hydrated. Older children understand why they have to put on sun cream. The childminder reminds all children of the importance of walking, rather than running, when their feet are wet. At lunchtime, children know to eat their sandwiches first before moving on to their yoghurt and fruit. Children of all ages are gaining age-appropriate independence.
- The childminder understands the impact the COVID-19 pandemic has had on

some children's social skills. She makes good use of a local childminding group to support the children to become more confident in larger social situations. The childminder also makes use of this group to extend the range of resources and activities that children are able to experience.

- The childminder engages well with children and joins in conversations with them, providing good support for language development. She naturally narrates what younger children are doing in their play and clearly repeats back single words to them. For older children, the childminder sensitively corrects pronunciation and introduces new vocabulary. However, when older children start to try and identify phonics sounds, the childminder does not always ensure that they are making the correct sound for the word.
- Parents are very complimentary about the childminder. They talk about the support she provides to them, particularly around speech and language development and potty training. The childminder has developed links with other settings children attend and uses these to share information about children's progress.
- The childminder uses her links with other childminders, along with updates from professional associations and her local authority, to keep up to speed with statutory requirements. However, she does not consistently identify more-targeted professional development activities to further enhance her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to protect children from abuse and neglect and regularly updates her knowledge. She shows a good understanding of the signs and symptoms that might indicate a child is at risk of harm, including wider issues, such as county lines and domestic abuse. The childminder is clear about the importance of keeping accurate records of any concerns. She knows who to contact if she is worried about the well-being of a child. The childminder demonstrates a good understanding of the action to take if an allegation is made against herself or a household member.

What does the setting need to do to improve?

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

- refine the planning of the curriculum so that all activities precisely meet the next steps in children's development
- support children to gain correct phonics knowledge
- target professional development opportunities to further enhance the quality of the provision to the very highest level.

Setting details

Unique reference number	EY293428
Local authority	Cambridgeshire
Inspection number	10285549
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	7
Date of previous inspection	10 October 2017

Information about this early years setting

The childminder registered in 2004 and lives Cambourne, Cambridgeshire. She operates all year round from 8am to 5pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julia Sudbury

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable. She spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The childminder provided the inspector with a sample of key documentation.

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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