

# Childminder report

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Inspection date: 15 October 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settle quickly. The childminder provides a warm and welcoming home. She is caring and responsive to children's needs. Children demonstrate that they feel safe as they explore the various activities that the childminder prepares. Children build strong bonds with the childminder, who knows them well. She plans stimulating and purposeful activities to build on children's current levels of understanding and development. For instance, children develop their small-muscle skills as they use tweezers to sort and match coloured items. They benefit from the childminder's playful interactions as they play. The childminder uses these opportunities to extend children's learning and offer challenge. This helps to sustain children's engagement in their chosen activities.

The childminder has high expectations for children. She is a good role model and provides consistent praise. Children are well mannered and polite. They use 'please' and 'thank you' when making requests and demonstrate kindness to each other. Children learn the language of their emotions through well-planned activities. The childminder introduces the children to a wide range of stories that she uses to discuss feelings. Children enjoy having responsibility for routine tasks. They sort and tidy toys and help to set the table for mealtimes. Children learn to do things for themselves, such as dressing for outdoors and preparing their snack. They wash their hands independently before eating and understand why this is important.

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

- The childminder focuses her intent on encouraging children's independence, developing their social skills and promoting their confidence and well-being. She plans a wide range of activities based on children's learning needs and interests. The childminder ensures that children develop the essential skills needed for future success across all areas of learning and development.
- The childminder supports children's language skills well. She joins children's play, commenting on their actions. She also introduces new vocabulary. For example, as children play with role-play food, the childminder points out 'olives' and 'pineapple' on the pizza. She explains to the children that they are used as 'toppings'. However, on occasion, the childminder does not consider how to use questions effectively to build on children's existing knowledge and further extend their thinking and language skills.
- The childminder provides a range of outings in the local community to help children learn about the world around them. For example, they visit local ponds to feed the ducks and enjoy regular nature walks to collect leaves and conkers. Recently, the childminder has taken the children to explore a nearby pumpkin patch as they begin their understanding of autumn and seasonal changes.

- The childminder supports children to develop a love of books. Children enjoy snuggling up with the childminder to look at their favourite stories. The childminder asks the children questions to gauge their understanding. Children enjoy playful interactions as the childminder reads. They demonstrate good listening skills and develop an awareness of early literacy.
- Children have regular opportunities to socialise in larger groups. The childminder is part of a local network of childminders. She meets with them when they attend playgroups and soft-play centres each week. The childminder uses these opportunities to support children's social skills and build their confidence in larger groups.
- Parents talk positively about the care and education that the childminder provides. They say their children love attending and could not be happier in the childminder's care. They refer to her provision as 'home from home' and describe her as 'extended family'. Parents value the individual support and guidance the childminder offers them and their family. This has a positive impact on children's care and learning.
- The childminder is dedicated to providing good-quality care and learning for children. She completes mandatory training, such as first aid and safeguarding. She makes effective use of networking to keep up to date with changes in legislation. However, the childminder has not undertaken more in-depth training opportunities that would help extend her knowledge to continually build on the good-quality practice.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- develop the use of effective questioning techniques to further enhance children's thinking and communication skills
- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 222038                                                                            |
| <b>Local authority</b>                             | Cambridgeshire                                                                    |
| <b>Inspection number</b>                           | 10364000                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 12                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 21                                                                                |
| <b>Date of previous inspection</b>                 | 21 January 2019                                                                   |

## Information about this early years setting

The childminder registered in 2001 and lives in Somersham, Cambridgeshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government-funded places for children and holds a qualification at level 3.

## Information about this inspection

### Inspector

Louise Harris

### Inspection activities

- The childminder joined the inspector on a learning walk and talked about her curriculum and what she wants children to learn.
- The inspector and childminder carried out a joint observation of an activity.
- Parents shared their written views of the childminder with the inspector.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.

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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