

Childminder report

Inspection date: 5 August 2024

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

The childminder provides a warm and welcoming environment where children feel safe and happy. She greets families with a warm smile, and children give her a cuddle as they enter the setting. Parents share that children are always excited to attend and thoroughly enjoy the range of outdoor play that is available at the setting and during outings in the local community.

The childminder provides opportunities for children to be independent and carry out their own personal hygiene routines. Children demonstrate their confidence when carrying out these tasks, along with taking part in self-registration. The childminder praises children on their achievements and understands the importance of building children's confidence and self-esteem to support their future learning.

Children demonstrate kind and respectful behaviours. They listen carefully to the childminder and follow instructions well. For example, children find their own shoes when asked and help the childminder to tidy up when they have finished playing with an activity. Children are kind to each other. They play together in groups and share special events through conversation, demonstrating good social skills.

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

- The childminder has a clear vision for children at the setting. She focuses her teaching on developing children's self-awareness and language skills, helping them to become confident and independent individuals. The childminder plans activities to extend on what children already know and can do. Therefore, children learn new skills and make steady progress.
- The childminder carries out her own research to find out more information about what children need to extend their learning further. She provides a range of resources that are appropriate for children's stage of development. However, she does not organise the indoor environment in a way that fully supports their learning and engagement to the highest level.
- The childminder listens to children and follows their interests. When children ask to play outdoors, the childminder facilitates this well. She provides a large outdoor area where children enjoy taking part in numerous learning opportunities. For example, children develop their gross motor skills when riding a range of push-along cars and develop their balance and spatial awareness when climbing and using the ramps. They develop muscle strength using a range of tools and large mark-making resources. Children demonstrate confidence and good ability during physical activities.
- The childminder provides exciting learning opportunities that children are eager to join. She talks to children and teaches them new skills and knowledge. For example, when taking part in an activity about oral health, the childminder

teaches children the importance of a balanced diet and good teeth-brushing routines. She supports younger children to explore real objects to develop their confidence with personal hygiene routines.

- The childminder works closely with other professionals to support children with special educational needs and/or disabilities (SEND). She completes reports and observations to support referrals to relevant agencies when needed. Furthermore, the childminder uses research and speaks to other professionals to gather further advice and support. However, she does not always attend relevant training opportunities to deepen her understanding and provide the highest standard of teaching.
- The childminder has excellent relationships with parents and families. She provides detailed feedback at pick-up times and keeps parents up to date throughout the day by sharing pictures and information regarding their children's care. The childminder informs parents of their children's progress and what they are learning next to provide consistent support.
- The childminder has developed good relationships with the local school and supports children's transitions by sharing information with teachers. She has a good understanding of school readiness and prepares children for moving on to school by teaching them the necessary skills they need. For example, children are confident to talk in larger groups, communicate their needs effectively and develop a love of learning. Therefore, children become confident and inquisitive learners.

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:

- strengthen the planning of the inside environment to support children's engagement in self-chosen learning
- explore training opportunities further to extend knowledge and teaching skills to the highest level.

Setting details

Unique reference number	222735
Local authority	Cambridgeshire
Inspection number	10351667
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 October 2018

Information about this early years setting

The childminder registered in 1997 and lives in Wisbech. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder talked to the inspector about how she supports children with SEND.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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