

Childminder report

Inspection date: 30 July 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

Children enjoy being with this confident, enthusiastic childminder. She uses her good knowledge of each child to offer them activities and daily routines that help them feel settled, secure and comfortable. Children reflect the childminder's positivity and eagerness to learn. They confidently try activities and concentrate for long periods of time. For example, children set out coloured shapes and notice how the sun reflects the colours onto the floor. They compare these patterns to pictures of stained-glass windows. The childminder supports children well in managing their behaviour and helps them to appreciate how their actions affect others. Children respond to this and are considerate in their interactions. For instance, children pass one another toy vehicles that they know will help push the sand along.

The childminder talks with children about the relevance of healthy lifestyles, helping them to build a good understanding of this. For example, children understand that it is important to have a balanced diet of foods that support their health and growth. Thorough risk assessments help the childminder to promote children's safety. Her well-considered daily practice aids children in understanding how to keep themselves safe. For instance, children learn how to use road crossings and also how to cross roads safely in the absence of a formal crossing.

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

- The childminder demonstrates a genuine enjoyment of her work with children and shows a commitment to further developing her practice. She carries out research and meets professionally with other childminders to exchange information. This supports her in developing her skills and keeping up to date with any changes.
- Children make good progress and are well prepared when they move on to school. The childminder uses her assessments of children to aid her in monitoring their development. She offers additional support where needed, to ensure that no child falls behind in their learning. The childminder uses written guidance and her experience to help her understand each child's development and to plan further activities that aid them in taking the next developmental step.
- Children benefit from the childminder's good support in developing their language and communication skills. This particularly supports children who speak English as an additional language and they make good progress. Young children confidently initiate discussions. For example, they eagerly remember seeing a helicopter land nearby, stating 'it was so loud it hurt our teeth and ears!'.
- The childminder supports children in developing a love of books. She notes young children's enjoyment of interactive books and uses these as a way of

capturing their attention. Children enjoy using props to act out favourite stories, for example using a pestle and mortar to grind wheat after reading about this.

- The childminder generally makes good use of incidental learning opportunities. For example, when children discover dandelions while on a walk, the childminder helps them to look at the importance of these to bees and insects. They go on to look at and name the different parts of the dandelion plant.
- Children have many practical opportunities that aid them in gaining a realistic awareness of differences. For example, they eat traditional foods from around the world and celebrate festivals that are relevant to the children and their families. This offers opportunities for children to share their beliefs, traditions and family events.
- Children enjoy their play and interactions with the childminder and these are usually of a very good quality. However, on occasion, the childminder solves problems for children, rather than supporting them to do this for themselves and build their creative and critical thinking skills.
- Parents speak highly of the childminder. They report that she offers children a wide variety of activities inside and outside the home and note that she is successful in promoting children's 'social and academic skills'. The childminder shares her assessments of children and provides parents with details of activities. This enables them to understand what children have been learning and to build on this at home.

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:

- enhance the opportunities that support children in developing their skills in thinking critically and creatively and solving problems as they arise.

Setting details

Unique reference number	222753
Local authority	Cambridgeshire
Inspection number	10344408
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	6
Date of previous inspection	27 September 2018

Information about this early years setting

The childminder registered in 1997 and lives in Cambridge. She operates all year round from 7.40am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- This was the first routine inspection the provider 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 childminder's setting.
- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed activities and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection. She also reviewed written feedback from parents and considered their views.

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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