

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

The childminder provides a happy, home-from-home environment where children feel safe and secure. They explore the environment freely, allowing them opportunities to develop physically. The childminder provides age-appropriate activities that follow children's interests. Children spend time filling and emptying different-sized bags. The childminder builds on the interaction as children peek inside for a look, asking, 'Is it empty?' She supports children to build on their play experiences, which encourages them to become interested in the world around them and curious about how things work.

The childminder provides a range of books and teaches children how to turn the pages carefully. Her reassuring cuddles at story time support children's well-being effectively. The childminder places high priority on supporting children in the early stages of walking to enable them to make progress. Children crawl around freely, pulling themselves to a standing position at the furniture. Children challenge themselves, reaching for toys and balancing on their tiptoes. Therefore, children learn to develop essential physical strength rapidly.

The childminder follows individual children's needs and routines, recognising when they are tired or hungry. She ensures that good hygiene practices are in place and teaches children handwashing from an early age. Children are encouraged to eat finger foods independently, developing good eating routines. The childminder promotes good manners and reminds children of appropriate ways to behave. Children behave well. Children's well-being is central to the childminder's practice. Her nurturing and supportive approach ensures children are well cared for.

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

- The childminder identifies the essential skills children need to prepare for the next stages of their education. The teaching of language skills is a great strength of the childminder's practice. She talks to children as they play and acknowledges their babbling and sounds. They engage in a two-way conversation. The childminder listens, waits and responds at an appropriate pace. This has a positive impact on children's speech and language development.
- The childminder has an awareness of how children learn and the sequence of development. She plans activities and experiences appropriate for the children's ages. The childminder knows her children's starting points and plans appropriate next steps to support their progress. She reflects on her everyday practice and is keen to develop her skills further through access to professional development opportunities.
- The childminder sings with enthusiasm and encourages children to join in with

rhymes. Children are excited to press buttons and respond with dancing side to side when the music plays. The childminder offers praise for children's efforts and acts as a good role model. She counts by rote, names colours and points out shapes, providing children with an early awareness of mathematics.

- The childminder provides sensory and messy activities as part of her curriculum. Children enjoy play dough and explore what happens when they press it. They make patterns with tools, rolling back and forth as demonstrated by the childminder. However, the childminder has not considered how to improve access to mark-making activities to build on children's early writing skills.
- The childminder introduces cooking and baking experiences. Children are taught how to stir and mix ingredients, helping them develop their fine motor skills. They dress up using real clothing, play games with scarves and learn to be imaginative. Children show increasing focus and concentration from a young age. The childminder teaches children how to manipulate objects, developing their hand-eye coordination. For instance, they learn how to rotate the bricks as they post them in a shape sorter.
- Partnership working with parents is good. The childminder ensures she shares information regularly with them. Parents feel involved with the care of their child and know how they are developing. They recognise that the childminder accommodates the family's needs and provides flexibility in the service she provides. The childminder ensures that working together helps children make good progress during their time with her.

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 further opportunities for younger children to build on their early mark-making skills.

Setting details

Unique reference number	258063
Local authority	Cambridgeshire
Inspection number	10344400
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	0 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 September 2018

Information about this early years setting

The childminder registered in 2001 and lives in Cambridge. She works from 8am to 6pm, Monday to Thursday, providing all-year-round care.

Information about this inspection

Inspector
Helen Clutterham

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.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the childminder and the care provided with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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