

Childminder report

Inspection date: 12 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 welcoming home where children are happy and settle quickly. Children build exceptionally strong bonds with the nurturing childminder and demonstrate they feel safe. For instance, they snuggle up for reassuring cuddles when visitors arrive or if they feel tired. The childminder is attentive and responds warmly to children's individual needs. Children know the routines and boundaries and are confident to explore the environment. They independently choose what they want to play with from a wide range of resources available.

Children demonstrate positive attitudes to learning. They eagerly join the childminder for activities and welcome her participation in their play. Children listen carefully to her instructions and demonstrate high levels of engagement in their chosen activities. For instance, children explore malleable materials such as dough and clay. They learn how to use moulds to create patterns and how to manipulate dough into various shapes. The childminder offers children plenty of praise and reassurance. This helps children to persist and overcome challenges. Children behave well and learn to take turns and share. They understand the childminder's expectations for their behaviour.

Children benefit from many opportunities to develop their independence. For example, the childminder encourages children to manage personal care tasks, such as dressing, eating and using the toilet. Children demonstrate that they enjoy doing things for themselves and having responsibility for routine tasks such as sorting and tidying toys. This provides good preparation for the next stages in their learning, including starting school.

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

- The childminder works closely with parents to settle new children in. She gathers useful information from parents about children's individual care needs and routines. The childminder follows children's sleep routines and ensures they have access to their comforters when needed. This helps to provide continuity in their care and helps children to settle quickly.
- The childminder chats with children as they play. She comments on their actions and repeats sentences back to them to ensure they hear the correct pronunciation of words. She introduces new words as they play, such as 'squidgy', 'squash' and 'sticky'. However, at times, the childminder asks children questions to test their knowledge that only require a one-word answer, rather than questions to extend their thinking.
- Children develop a love of books. The childminder sources books based on children's current interests and ensures they are readily available to them to independently look through. The childminder regularly reads to children and

takes them to visit the local library. She chats with children about the illustrations as she reads. This encourages the children to remain engaged, and they excitedly ask for 'more' as soon as she finishes reading.

- The childminder supports children to learn about the world around them through various outdoor learning opportunities. For example, children plant seeds and grow vegetables such as beans and radishes. They learn how to take care of plants and identify weeds while they dig. The childminder encourages children to observe the change in colour to the apples on the tree, which they collect when the fruit turns red and enjoy as a healthy snack.
- The childminder helps children develop their independence. Even the youngest children find their shoes themselves and put them on before going outside. Children have good hygiene routines and are learning to be independent in self-care. They wash their hands before eating and after messy play. They use individual towels to dry their hands.
- Partnerships with parents are strong. The childminder speaks with them daily to provide updates about the children's learning and development. She shares information and ideas for parents to support children's learning at home. Parents report that their children thoroughly enjoy their time in her care and comment on her ability to tailor learning to children's interests. They describe the childminder as 'amazing' and 'supportive' and describe her provision as a 'loving home-from-home' experience.
- The childminder reflects on her provision and seeks feedback from parents and other professionals to help her make improvements to her provision. She engages in continuous professional development to extend her knowledge and skills. In addition, the childminder keeps her mandatory training up to date, such as safeguarding and paediatric first aid.

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:

- improve questioning techniques to help children expand their thinking and language skills more effectively.

Setting details

Unique reference number	EY285580
Local authority	Cambridgeshire
Inspection number	10344401
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	26 September 2018

Information about this early years setting

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

Information about this inspection

Inspector

Louise Harris

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 her evaluation of the childminder.
- The inspector observed the childminder interacting with children. She held discussions with the childminder regarding what she wants children to learn.
- The inspector took account of the views of parents from the feedback provided.
- The inspector carried out a joint observation with the childminder to assess the impact of teaching 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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