

Childminder report

Inspection date: 18 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 warm, nurturing and friendly environment. She has established secure settling-in procedures to ensure that she gets to know the children and their parents well. This supports children to feel happy, relaxed and emotionally secure in the childminder's home. Children form close relationships with the childminder. They often ask for cuddles when they are getting tired or if they need some comfort and reassurance. The childminder encourages children to develop a sense of independence. They freely select their own resources and confidently make decisions about what games and activities they want to play with. The childminder engages children in conversations, asks them questions and gives them time to think before they respond. The childminder listens to what they say and repeats words back so that children hear the correct sentence structure. As a result, children develop good communication and language skills.

The childminder is supporting children to manage their own feelings and behaviour. When incidents occur, she swiftly intervenes to resolve any conflict. The childminder offers children lots of praise and encouragement. This helps to boost their confidence and self-esteem.

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

- The childminder builds strong partnerships with parents. They receive daily updates and photos of their children's day. Parents' written comments express that they are happy with the provision and the good progress their children are making. Furthermore, they appreciate the variety of experiences the childminder provides for their children.
- The childminder continues to update her knowledge and skills through regular training. For example, she has raised her understanding of sign language and how it can be used to enhance children's communication skills.
- Children are developing early mathematical concepts as they play board games, such as 'bingo', with the childminder. She helps them to count, match and notice patterns. The childminder exposes children to the sequencing of numbers through singing number rhymes and songs.
- The childminder implements good hygiene routines throughout the day. For example, she encourages children to wash their hands before meals and after they have had their nappy changed. This helps to prepare them for when they are independently toilet training. Children are developing strong foundations in their self-care practice.
- Children like listening to stories with the childminder and are keen to sit close to her as she reads. They demonstrate a secure knowledge of their favourite books. For example, the childminder frequently pauses throughout to let children fill in the words. Children are developing a love of language and literacy.

- The childminder provides children with opportunities to develop their fine motor skills. Children concentrate for prolonged periods of time as they investigate a range of different fastenings, such as zips, buttons and belts. Furthermore, they persevere at changing the dolls' clothes. This helps children to strengthen the small muscles in their hands and fingers and build their hand-to-eye coordination.
- Children enjoy a variety of outings with the childminder. For instance, they visit local parks and the library. They attend groups with other childminders, where children have a chance to play with different children and adults, supporting their interaction skills. Children have many opportunities to develop their personal, social and emotional skills.
- The childminder delivers a broad curriculum. She has a good knowledge of each child and uses their interests to plan activities to stimulate and engage them in a variety of learning experiences. However, she does not use information from her assessments of children's progress to focus activities and learning opportunities more sharply on what children need to learn next.
- The childminder supports children to learn to share and take turns. Occasionally, she omits to give children simple explanations for their behaviour. This does not further enhance their understanding of the possible consequences of their actions and the impact on others.

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:

- use the information gained from assessments of children's progress more effectively to better understand children's learning needs and provide more-consistently targeted activities that are based on what children need to learn next
- provide children with explanations about the consequences of their actions consistently to enhance their understanding.

Setting details

Unique reference number	EY309451
Local authority	Cambridgeshire
Inspection number	10344284
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 August 2018

Information about this early years setting

The childminder registered in 2005 and lives in Wisbech. She operates her childminding service all year round from 7am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector
Marie Walker

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 childminder.
- The inspector discussed the planned curriculum with the childminder and observed how she implements the educational programmes.
- The inspector observed interactions between the childminder and children, and spoke with the childminder at appropriate times during the inspection.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training documents.
- The children interacted with the inspector during the inspection.
- The inspector took into account the views of parents.

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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