

Childminder report

Inspection date: 12 September 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 helps children to settle in quickly into the setting. Her calm and nurturing approach helps children to feel safe and secure. They readily go to her for cuddles and reassurance. The childminder responds positively to children. She is kind and sensitive when helping children with their personal care. The childminder encourages children's developing independence and confidence. Children choose what they would like for snack and feed themselves. They make decisions about what they want to play with. The childminder makes sure her routines meet the needs of children. She is flexible so that children can sleep and eat when they need to.

The childminder has high expectations for children's behaviour. She is a positive role model. She reminds children of the rules of the setting in a firm but gentle way. She helps children to share and take turns. Children willingly help tidy up the toys. The childminder gets to know children and their families well. She quickly identifies areas of children's development that need further support. She puts specific strategies in place to help children develop. The childminder supports children who speak English as an additional language well. They make good progress with their communication and language development.

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

- The childminder provides a tidy and clean setting for children to play in. She keeps children safe both within the setting and when out in the community. She monitors children when they are eating snack and while they are asleep to keep them safe. The childminder works with parents to promote healthy eating. She offers children a choice of healthy snacks to eat. The childminder makes handwashing enjoyable as she sings songs with children.
- The childminder supports children's communication and language well. Children sing along, dancing and trying to copy the actions. Children enjoy snuggling up with the childminder to read books. She takes children to the library regularly. This helps children to develop a love for reading. The childminder speaks clearly. She helps children to learn new words, repeating these clearly to them.
- Children develop their physical skills. The childminder supports children who are nearly walking by giving them plenty of space to move. She encourages them to practise their new skills. Children are outside daily. They walk to local places of interest and visit parks. The childminder helps children to develop their fine motor skills as they thread wooden blocks onto laces. Children make musical shakers. They enjoy investigating the different sounds these make when they shake them.
- The childminder supports children to participate in creative activities. Children use paint pads to explore making marks. When children struggle with this, the

childminder provides alternative resources such as chunky coloured pencils. Occasionally, the childminder does not take children's interests into account when planning activities. This means that sometimes children can quickly lose interest in planned activities.

- Parents speak highly of the childminder. They comment on her calm and patient approach with children. Parents appreciate the regular communication they receive about their children's learning and development. The childminder shares statutory assessments with parents. She works with them to support children's development. Parents are pleased with the progress their children are making.
- The childminder works with local childminders to provide flexible care for parents. She regularly arranges outings with other local childminders. She takes children to local groups. They engage in messy play, dancing and storytelling with other children and adults. This helps children to develop their confidence and their social skills. It widens their learning experiences and helps them learn about their community.
- The childminder evaluates her provision and identifies areas to develop further. She attends ongoing training to keep her safeguarding knowledge up to date. The childminder supports children with their transitions to nursery and primary school. She shares information with parents so that these transitions can be as smooth as possible. When children leave the setting, they are prepared for the next stage in their learning.

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:

- take children's interests into account when planning activities to ensure these engage them.

Setting details

Unique reference number	EY330510
Local authority	Cambridgeshire
Inspection number	10355482
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 November 2018

Information about this early years setting

The childminder registered in 2006 and lives in Cambridge, Cambridgeshire. She operates all year round Monday to Friday, from 8am to 6pm, with the exception of bank and family holidays.

Information about this inspection

Inspector

Tracy Joyce

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting 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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