

Childminder report

Inspection date: 10 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 an inclusive, language-rich and nurturing environment. Children are confident and feel safe in her care. The childminder reflects on where children are in their learning and provides interactions and resources to enhance their progress. For example, children draw family faces on a chalk board. This supports the development of fine motor skills and an understanding of themselves and the differences between them and others. Children learn through imaginary play. For example, children hold a steering wheel as they act out and sing, 'The wheels on the bus'. They demonstrate an understanding of what keeps them safe as they call out, 'I have put my seat belt on.' The childminder skilfully supports children's play with constant narration and praise. This strengthens children's understanding, builds on their vocabulary and increases their self-esteem.

Children have a good level of independence. They happily put on their own shoes and older children are quick to support younger children. For example, when younger children try to hold their drinking cup by themselves, they are encouraged by older children saying, 'Hold it with both hands.' The childminder encourages children to share, take turns, have patience and play well alongside each other. This means children form good friendships.

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

- The childminder respects children's uniqueness. She values their voice and offers them opportunities to make their own decisions. For example, when going outside to play, the childminder allows older children to judge for themselves if they require a coat. As a result, children feel valued and confident in their abilities.
- The childminder works in partnership with parents to develop an understanding of children's needs. For example, when younger children are settling, the childminder and parents work together to establish routines to allow them to settle quickly in their new environment.
- Parents speak highly of the childminder, describing her as welcoming and her home as another home for their children. They comment that their children thrive and feel safe. They are happy with the progress their children are making.
- Where children attend other early years settings, the childminder does have contact with some settings and shares information about their development. However, this is not consistent for all children. This means that for some children, the opportunity to work collaboratively with a shared knowledge of the child to support their learning is missed.
- The childminder encourages conversations between children who speak English as an additional language. She asks parents for important words and has books in children's home language. As a result, children form bonds with each other

and are more familiar in their surroundings.

- The childminder provides quality time for physical development. Outside, children play in a safe, enclosed garden. Children share a see-saw and climb up and slide down a slide and ride in toy cars. The childminder expertly involves all children in play, ensuring that she meets each child's needs at all times. Older children throw a ball and play catch with the childminder as younger children roll a ball on the floor. As a result, all children feel included as they develop their core strength and gross motor skills.
- Children's behaviour is good. The childminder supports this by reminding children to use their 'walking feet' inside. Children follow routines, wash their hands for snack and say please.
- The childminder includes mathematical language at every opportunity. She counts with children, and describes length, width and halves. She supports children to draw numbers and recognise shapes and colours. For example, when the childminder draws a square on its side, children are quick to point out it is now 'a diamond'.
- The childminder encourages children's concentration through adult-led play. However, the childminder does not always allow children enough time to process what they are doing before answering for them. This does not fully support the development of their thinking skills.
- Children have free choice of books. The childminder asks children what they would like to read, and they are quick to choose their favourite and join in with the story. This supports children's love of books and promotes early reading skills.

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:

- strengthen relationships with all settings that children attend to promote a collaborative and consistent approach to learning and development for all children
- develop teaching to allow children more time to process their actions and deepen their thinking skills, for example, during adult-led activities.

Setting details

Unique reference number	EY361839
Local authority	Cambridgeshire
Inspection number	10344397
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 9
Total number of places	8
Number of children on roll	8
Date of previous inspection	25 September 2018

Information about this early years setting

The childminder registered in 2007 and lives in Milton, Cambridge. She operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector

Vanessa Hancock-Sharman

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 completed a learning walk with the childminder, and the childminder explained what she wanted the children to learn.
- The inspector carried out a joint observation with the childminder and they discussed the findings.
- The inspector spoke to children.
- The inspector observed the quality of interactions with children inside and outside and the impact of these on children's learning.
- The inspector read testimonials from a number of parents.
- The inspector looked at documentation, including children's registers of attendance and their progress checks aged between two and three years.
- The inspector discussed with the childminder first-aid arrangements and safeguarding training.

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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