

Childminder report

Inspection date: 2 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a setting that is welcoming to children, where they feel safe and happy. Parents describe the setting as calm, fun and engaging, where children grow in confidence. Children develop good friendships in the small group and enjoy various outings in the local community. For example, the childminder takes them to local museums, farms and playgroups. They meet new people and develop their social skills to a high standard.

The childminder organises her setting to promote children's independence. She provides named pegs and encourages children to hang up their own coats and take responsibility for their own belongings. Children confidently choose their own resources from low-level storage, pour their own drinks and cut up their own fruit at snack time. They demonstrate excellent fine motor skills and enjoy carrying out tasks for themselves. Children understand the childminder's rules. They play happily together, sharing and taking turns.

The childminder provides exciting learning opportunities. When she introduces an activity, children are eager to get started. They demonstrate high levels of engagement during most activities. The childminder is passionate about outdoor play. She provides access to the garden every day, where children take part in a range of activities. They concentrate for extended periods when exploring the flowers in the mud kitchen. Children invite their peers to join their play and share the flowers out between them. When drawing with chalk, children are proud to show off their ideas and creations.

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

- The childminder knows children well. She understands what they already know and uses funding to provide additional resources to support their development. The childminder has excellent relationships with other early years settings that the children attend. She regularly shares information regarding children's learning and understands the importance of consistency to support their progress.
- The childminder communicates with parents well. She sends daily updates about children's care and routines. Furthermore, the childminder completes progress checks and shares these with parents regularly. Children also enjoy taking books home to share with their families. This helps to promote a love of reading and shared learning experiences.
- The childminder teaches children how to keep their bodies healthy. As well as talking about healthy food options, the childminder also talks to children about the benefits of exercise and the effects that it has on their bodies. Children feel their heartbeat after running around in the garden, and they begin to

understand how to keep themselves safe in the sun by drinking more water.

- The childminder is a reflective practitioner. She observes how children interact in the indoor environment and the resources they use. When the childminder observes that children are not interested in books, she adapts her setting to interest and engage them. Children now benefit from a quiet reading corner, where they choose books independently and enjoy reading with the childminder and their peers.
- The childminder understands the skills children need to support their transition to school. She prioritises language skills, independence and social development, helping children to make friends in larger groups and be confident to talk and communicate in a school environment. The childminder provides opportunities for children to develop their mathematical knowledge. She teaches children mathematical language and develops their number skills throughout their play. Children demonstrate their excellent counting skills, and the childminder teaches children to count objects correctly.
- The childminder provides activities that are interesting and engaging for all ages of children. However, she has not considered the planning well enough to ensure that older children are consistently challenged to fully extend what they already know and can do.
- The childminder teaches children about a range of cultures and traditions. She provides regular trips out in the community, where they meet new people. The childminder also introduces different celebrations and festivals, and children learn that some people have different beliefs and traditions from their own.
- The childminder promotes children's speech and language development through singing, reading and talking. She uses professional development opportunities to extend her own knowledge and skills. For example, she recently attended 'talking tennis' training to improve her understanding of how quality interactions with children can improve their communication and language development. She has used this to implement new ideas and has reflected on the positive impact this has had on children's communication.

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:

- review the curriculum planning to ensure that older children benefit from challenge that extends their learning further.

Setting details

Unique reference number	EY371528
Local authority	Cambridgeshire
Inspection number	10359901
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 December 2018

Information about this early years setting

The childminder registered in 2008 and lives in St Neots. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with assistants when needed. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.

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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