

Childminder report

Inspection date: 3 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy, and they thoroughly enjoy their time spent in the childminder's warm and welcoming setting. They form exceptionally strong bonds with the childminder who is nurturing and responsive to their needs. Children demonstrate they feel safe and secure in her care. For example, babies who are new to the setting enjoy cuddles and soon settle and become confident to play in their new surroundings. Older children explore the environment with curiosity and ease. Children have positive attitudes to learning. The childminder helps children to make links as they play. For example, as children play with an assortment of toy animals, the childminder reminds them of a recent experience where they held exotic animals. The children excitedly collect a picture book to recall this experience and share their learning with visitors.

Children benefit from a wealth of outdoor physical learning opportunities. The childminder plans opportunities for children to challenge both their large and small motor skills. For example, during forest school activities, children climb trees and jump in muddy puddles. They learn to use tools, such as potato peelers and saws, safely.

Children form close relationships with their peers and enjoy playing together. They learn to share and take turns as they play. The childminder helps children to learn to manage their behaviour. She skilfully engages in discussions with them to help them to consider if their choices are good ones and why rules and boundaries are in place. Children have impeccable manners and use 'please' and 'thank you' autonomously during their play.

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

- The childminder has clear intentions for her curriculum, with a specific focus on supporting children's confidence and social interactions. She plans opportunities to promote her intent. For example, she regularly meets with other childminders at a local playgroup, and children attend a weekly forest school with other early years providers. These experiences enable children to socialise in a larger group.
- Children are motivated to play, explore and make new discoveries. The childminder provides children with a stimulating and well-thought-out learning environment, both indoors and outdoors. Children confidently explore using all of their senses. For example, they eagerly investigate a golden watermelon. The childminder encourages the children to predict its taste and describe the texture, before they sample it for snack.
- Children speak confidently. They enjoy talking to visitors and telling them about all their experiences and adventures. The childminder supports children's communication and language skills well. She engages in back-and-forth

conversations as they play and repeats children's spoken words to ensure that they hear the correct pronunciation. The childminder introduces new words to children as they play, such as 'melt', 'crack' and 'chipping' as they explore ice.

- Children develop a love of books and enthusiastically speak about their favourite stories and characters. They enjoy snuggling close with the childminder and listen intently as she reads. They eagerly complete repetitive phrases and discuss with the childminder their interpretations of the illustrations. The childminder points to the words as she reads, helping children to understand that print carries meaning.
- The childminder creates lots of opportunities for children to access their local community. She takes children on regular outings to playgroups, the library and play areas. In addition, children enjoy visits to places of interest, such as the local crocodile farm and zoo. These experiences help children to develop their understanding of the world around them.
- Parents are extremely complimentary about the care and education their children receive. They comment on how much their children enjoy their time with the childminder and the excellent progress they make in their learning. Parents particularly appreciate the excellent communication and support they receive from the childminder. They are confident that their children benefit from exceptional support for their learning, health and well-being.
- The childminder completes regular assessments of children's learning and development. She has a good understanding of their current stage of development and plans activities that are targeted to support children's individual learning needs. Sometimes in her enthusiasm, the childminder does not recognise when children are ready and want to develop their ideas and lead their own play.

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:

- give children more time to explore, investigate and develop their own ideas independently.

Setting details

Unique reference number	EY374177
Local authority	Cambridgeshire
Inspection number	10351805
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 October 2018

Information about this early years setting

The childminder registered in 2008 and lives in a village close to St Neots, Cambridgeshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder 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 their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the children's play and carried out a joint observation with the childminder.
- Parents provided written feedback during the inspection. The inspector took account of their views.

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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