

Childminder report

Inspection date: 30 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 provides a warm and welcoming learning environment. She builds strong bonds with the children from the start of their care and, as a result, children settle quickly. During singing sessions, children sit on the childminder's knee and join in with the actions linked to the songs they sing. As they play, children engage in meaningful conversations, discussing their home life and recalling past learning experiences. Children demonstrate that they feel safe and secure. When children have minor disagreements, the childminder sensitively teaches children about sharing and helps them to acknowledge the feelings of others. Children take part in games where they learn to take turns. They excitedly wait patiently for their go to take objects from a bag and sing songs about the items they discover. Children are learning the social skills needed to support their growing development.

The childminder has created a curriculum that supports children to become confident and independent learners. She has high expectations of their behaviour and establishes clear rules and routines, which help children to understand what is happening now and what is happening next. Subsequently, children's behaviour is good. The childminder teaches children to put on and take off their own coats and shoes. She supports them, in age-appropriate ways, to attend to their own personal hygiene needs and this helps children develop independence and prepare them for future experiences, such as starting school. The childminder offers consistent, positive praise as children attempt new challenges and this boosts their self-confidence. Children are developing a 'can-do' attitude towards their learning, and all make good progress from their starting points.

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

- The childminder knows the children extremely well. She supports children's individual needs, tracking their progress and implementing appropriate next steps to support them in making the best possible progress.
- The childminder has a strong understanding of how to support children with special educational needs and/or disabilities. She works extremely well with parents and other professionals and seeks advice and additional training, where needed. This is an inclusive environment for all children.
- The childminder takes the children out in the local community. They visit parks and go on nature trails, where they build on their understanding of the natural world. Children regularly attend toddler groups, and this helps them to develop wider social circles.
- Children have lots of opportunities to build on their physical development. They practise using their large motor skills as they explore wheeled toys in the garden. During planned activities, children develop the small muscle in their hands in preparation for writing. For example, older children practise using

scissors with increasing accuracy to cut out autumn wreaths. Younger children persevere when peeling and using stickers to decorate their wreath.

- Children have plenty of opportunities to develop their communication and language skills throughout the day. They excitedly join in with repeated phrases as they listen to well known stories. During free-play time, they independently select books and read them aloud to their friends. Children are developing a real love of reading.
- The childminder supports children to engage in meaningful conversations, such as sharing experiences from home and recapping previous learning. She asks thought-provoking questions to extend children's vocabulary. However, at times, the childminder does not consider the impact that background noise can have on children's speech and language development.
- Partnerships with parents are strong. They comment that the childminder 'creates a safe and nurturing environment which helps to inspire young minds'. Parents value the high levels of communication and state that the childminder works closely with them to support children's learning at home. The childminder has some communication with staff at other settings children attend, such as school. However, she does not readily share her detailed assessments and knowledge of children with them, to promote further continuity in children's learning.
- The childminder takes part in regular training opportunities to keep her knowledge and skills up to date. Targeted training enables her to implement new strategies to support children in her setting. The childminder monitors the practice of any assistants they work with and they evaluate practice together.

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:

- provide a learning environment that supports children's speech and language development consistently
- strengthen partnerships with other settings that children attend, to provide a more consistent approach to children's care and learning.

Setting details

Unique reference number	EY377947
Local authority	Cambridgeshire
Inspection number	10354718
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	12
Number of children on roll	22
Date of previous inspection	2 November 2018

Information about this early years setting

The childminder registered in 2008 and lives in a village close to March in Cambridgeshire. She operates all year round, from 7am until 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector talked to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of 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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