

Childminder report

Inspection date: 8 August 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 gets to know children and families well. She develops warm, positive relationships with children. The childminder is patient and caring. Children are eager to share information about their home lives with her. The childminder is fair. She gives each child a chance to talk and makes sure that all children have turns in games. The childminder works with parents to settle new children into the setting. Children are happy. They eagerly explore the range of activities the childminder provides. They get thoroughly engaged with their learning. Children are persistent and concentrate hard when they play. They make good progress with their learning and development.

The childminder promotes children's independence. Children wash their hands and put on their own shoes. The childminder gives children jobs to do at mealtimes. This helps children to become responsible. The childminder supports children to understand the rules of the setting. She reminds them of the expectations to walk inside the house and to not climb on certain equipment outside. The childminder takes children on lots of visits into the community. They visit local farms and beaches. They travel on trains and buses to visit the cathedral and play miniature golf.

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

- The childminder keeps children safe and secure, both inside the setting and when out in the community. She helps children to understand when things are unsafe. For example, she asks them why they need to wear shoes in the garden and explains the reasons why. The childminder works with parents to provide children with healthy snacks and meals. She makes sure that children are wearing sun cream when they go outside.
- Children's physical development is well supported. The childminder provides a range of appropriate and challenging activities. Outside, children enjoy using the ride-on toys. The childminder regularly takes them to soft-play centres and parks. Inside, she provides a hopscotch for children to use while they wait for meals. The childminder also promotes children's fine motor skills. Children use tweezers to move toys and carefully build tall towers with magnetic construction pieces.
- There is good support for children's communication and language development. The childminder speaks clearly to children. She responds positively to younger children's attempts to communicate. Some children arrive at the setting with a good vocabulary. The childminder reinforces this so that all children can develop their knowledge of words. The childminder identifies when children have delays with their speech, and she puts support in place to enable them to make progress.

- The childminder plans her curriculum well. She uses children's interests to provide a range of engaging activities to support their development. Children learn about dinosaurs from books, pictures and toys. The childminder takes them to local exhibitions to find out more about prehistoric creatures. She freezes toy dinosaurs in blocks of ice and children learn about how this melts with warmth from the sun.
- The childminder carries out ongoing assessments to ensure children are making progress. She supports children with their developing literacy and numeracy skills. The childminder encourages children to count during different activities. However, the childminder does not always ensure that children's basic mathematical understanding is secure before extending their learning further. This means that some children have gaps in their mathematical knowledge.
- Parents comment that the childminder is 'thoughtful, nurturing and creative'. They appreciate the support she provides for children with ongoing health conditions. The childminder works closely with other childminders in the area to provide a wide range of interesting activities to enhance children's learning. This supports children's social development and widens their learning experiences.
- The childminder regularly reflects on the effectiveness of her setting. She identifies areas for improvement. She undertakes training to help her meet children's changing needs. The childminder develops relationships with other early years settings and schools. This helps her with sharing information about children's learning and development. It also supports children when moving on to the next stage in their education.

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:

- ensure children have a firm understanding of basic mathematical concepts so that they can learn new knowledge more effectively.

Setting details

Unique reference number	EY392797
Local authority	Cambridgeshire
Inspection number	10351772
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	2 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	16 October 2018

Information about this early years setting

The childminder registered in 2009 and lives in Ely, Cambridgeshire. She operates all year round from 7.15am to 5.30pm, 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

Tracy Joyce

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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.
- 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 has been implemented and the impact that this has 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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