

Childminder report

Inspection date: 13 January 2025

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 considers children's interests well when creating a warm and nurturing environment. She provides a variety of learning opportunities, indoors as well as outside exploration in her secure garden and allotment area. The childminder engages well with the local community. She provides children with a rich set of learning experiences outside of the home that promote their understanding of ways of life beyond their own. For example, children visit various places of worship to learn about other cultures and beliefs as well as local museums.

Children develop a close bond with the nurturing childminder. They demonstrate they feel safe and secure in her care, cuddling up to her for comfort and when enjoying stories. Children form close, caring relationships with each other. They are kind to one another and cooperate well during play. For example, children happily take it in turns turning pages and exploring books at story time.

Children relish in taking on age-appropriate responsibilities in the setting. They delight at completing tasks such as setting the table, organising activities and tidying away resources. The childminder allows children plenty of time to practise and perfect skills such as putting on their coats and fastening their shoes. These small yet significant responsibilities support children to be well prepared for school.

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

- The childminder establishes effective means of communication with other settings that children attend. This provides a consistent approach to supporting children's development and welfare. The childminder passes on essential developmental information to support children when transitioning to school or nursery. This enables children to settle well and continue making good progress.
- Children have a positive attitude to learning and are eager to explore all the activities the childminder provides. The childminder skilfully identifies when children are curious about subjects and seizes this as an opportunity to develop their knowledge further. For example, during a recent visit to a local museum, children became fascinated exploring colour. The childminder has extended this learning into her home. Children explore a wealth of activities around colour that support their learning across all areas of her curriculum. However, some activities could be better organised to allow all children to benefit from the childminder's precise teaching and her exceptional interactions.
- Children are critical thinkers who are curious about the world and their environment. During all routines and activities, the childminder encourages children to explore their ideas and observations further. For example, when children see a picture of a rainbow, the childminder encourages them to discuss

where else they have seen them during the day. They identify the different colours and explore why rainbows appear.

- Relationships with parents are strong and promote children's progress. The childminder shares ideas on how to support children around various issues such as healthy eating and toilet training. Parents all comment on how children are well prepared for their next stage of learning. They acknowledge that this is because of the high-quality teaching and nurturing care that the childminder provides.
- Children behave well in the setting. They are kind and considerate towards their friends and help one another and their childminder with tasks. The childminder has a consistent approach to supporting children's behaviour. She praises children's positive actions and always sets clear behaviour expectations. The childminder is a good role model, always demonstrating respect and kindness to children and adults.
- The childminder encourages children to develop a love of stories from a young age. Children enthusiastically recall the regular trips they make to the local library. Teaching around books is embedded in every activity and is central to children's learning. For example, during lunch, children recall rhymes and stories that relate to the different foods they are eating.
- Children are confident communicators who demonstrate strong language skills. The childminder takes every opportunity to talk to children and expose them to a wide and varied vocabulary. Mealtime routines, in particular, provide language-rich opportunities for children. They are given plenty of time to engage in conversations, discussing the 'juicy' watermelon and the 'crisp' apples they enjoy.

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:

- enhance the organisation of some activities to allow all children involved to receive consistently outstanding learning opportunities.

Setting details

Unique reference number	EY394350
Local authority	Cambridgeshire
Inspection number	10368052
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 March 2019

Information about this early years setting

The childminder registered in 2009. She operates from 8am to 6pm, Monday to Friday, all year round except for bank holidays and family holidays. The childminder offers funded care and early education for children aged from nine months to four years.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector viewed a sample of relevant documents.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of 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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