

Childminder report

Inspection date: 29 April 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

Children demonstrate they feel happy and safe in the care of the childminder. For instance, children happily explore toys and greet guests, while babies enjoy reassuring cuddles when visitors first arrive. The childminder provides a calm and nurturing environment where children settle quickly and develop strong and trusting relationships with her. The childminder plans for the children's transitions into her care and allows them to gradually settle in. She collects detailed information from parents when babies and children first begin. For example, she asks about routines, including sleep patterns, feeds and interest. This enables her to provide continuity in their care and plan activities that are based on their interests.

Children demonstrate positive attitudes to learning. They eagerly join activities that the childminder plans and thoroughly enjoy her interactions. Children remain engaged in play and demonstrate persistence. The childminder skilfully offers the appropriate level of support to allow children to succeed for themselves. This helps to boost their confidence and self-esteem. The childminder is an excellent role model, and the children quickly learn her behavioural expectations. They behave well and show kindness to each other. For instance, young children find comfort items for babies to help them settle. The childminder praises children for their positive behaviour, such as using good manners and sharing resources.

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

- The childminder knows the children in her care well and tailors learning to their individual needs. She provides meaningful activities that build on what children know and what they can already do. The childminder is skilled at knowing when to step in to extend children's enjoyment and engagement. She uses effective assessment to monitor children's learning and to identify what they need to learn next. The childminder shares these with parents, so they can further support children's learning at home.
- The childminder supports children's communication and language development well. She models language and repeats sentences back to children to allow them to hear the correct pronunciation. Children learn new vocabulary as they listen to stories and describe the textures as they explore feely books. The childminder shares a large repertoire of songs with children, which helps to build their vocabulary further. Children giggle as they create new versions of songs, using toys as props for rhymes.
- Children learn to do things for themselves and become increasingly capable of looking after their own care needs. For example, babies learn to feed themselves at mealtimes, and older children learn to put on their own coats and shoes independently. The childminder plans her learning environment to enable

children to be confident in making choices about their play and the resources they want to access.

- The childminder recognises when children have special educational needs and/or disabilities. She considers carefully the best approach for supporting them and makes good use of her links with other professionals. The childminder seeks advice when necessary and implements targeted support for children's individual needs.
- Parents speak positively about the childminder. They are very happy with the care she provides. Parents comment on her calm and nurturing approach. They say their children are extremely happy in her care and they build lasting relationships with the other children who attend. The childminder shares regular feedback with parents, including suggestions for supporting their children's learning at home.
- The childminder works closely with other settings that children attend to provide a consistent approach to children's learning. They regularly share information about children's development and the daily routines. This helps to support children to make good progress.
- The childminder is highly reflective and evaluates her provision well. She seeks the views of parents and other professionals to consider how she can improve the service she offers. The childminder ensures that she regularly updates her mandatory training, such as paediatric first aid and safeguarding. She has plans to continue to develop her teaching skills and wants to gain more confidence. However, this is not yet embedded in practice to secure the very best outcomes for all children.

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:

- make more effective use of ongoing professional development that focuses on developing a deeper knowledge of teaching and learning.

Setting details

Unique reference number	EY405905
Local authority	Cambridgeshire
Inspection number	10335329
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 12
Total number of places	6
Number of children on roll	26
Date of previous inspection	12 June 2018

Information about this early years setting

The childminder registered in 2010 and lives in March, 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 talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of the education being provided and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.

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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