

Childminder report

Inspection date: 14 March 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 is friendly and nurturing. Children seek reassurance from her, such as when visitors are present, and demonstrate they have built warm and trusting relationships with her. The childminder is responsive when children clearly communicate their needs. Children show excitement as their friends arrive. They settle quickly and are comfortable in the childminder's care.

The childminder has a clear intention about the skills she wants children to accomplish before starting school. She provides a broad and balanced curriculum that includes planned and child-led activities, indoors and out. The childminder makes regular assessments of children's progress. This helps her to understand any gaps in children's learning and where she needs to focus her and parents' support to help children successfully build on what they already know and can do.

The childminder is clear about her expectations for children's behaviour. She is a good role model as she explains about sharing, reminding children that they need to use or sign the words 'please' and 'thank you' and explaining that they sometimes have to wait their turn. Children receive lots of praise and 'high fives', which they delight in. This promotes their self-esteem and positive attitude to learning.

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

- The childminder is very aware of children's current interests and organises her environment and activities to reflect these. As a result, children show good levels of engagement and a positive attitude to learning. Children generally lead their own learning. However, this is not always given high enough regard by the childminder. For example, the childminder clears away an activity children are engaged in when she decides that it is snack time, even though children are not ready. This means that children do not get to finish their self-chosen activity to their own satisfaction or with warning that it is coming to a close.
- The childminder encourages children to solve problems. For example, she pretends to forget the name of a picture on a jigsaw piece to encourage children to show her the correct one. This demonstrates successful teaching methods to promote and consolidate children's learning.
- The childminder generally supports children's communication and language development very well. For example, she extends the use of singular words by adding another word and helps them to hear new words, such as 'ambulance'. However, sometimes, the childminder does not use the correct word to label things. For example, she asks children to look for a 'miaow' rather than a 'cat' and uses the term 'nana' when referring to a 'banana'. This does not help to swiftly reinforce the correct word to children right from the start.

- The childminder helps children to make connections in their learning, for example through the transport they see in their environment, toys, pictures and songs. Children have a good understanding of number given their age. They enjoy lots of different opportunities to count during everyday activities.
- Healthy eating is a keen focus of the childminder's provision. The childminder offers a wide range of home-made meals that provide children with lots of different tastes and textures. This supports their well-being and physical health.
- Children love to move their bodies. This supports their physical development well. They refine their coordination as they use small tools to roll and cut play dough or show how they can move their whole bodies with large movements during action songs.
- Parents speak highly of the childminder's provision. They say their children are happy to be there and that they find the service flexible. The childminder works in partnership with parents to provide children with consistent care that meets their individual needs.
- The childminder keeps herself up to date with early years practice and values her own continuous professional development. This helps to promote good-quality care and education for the children she provides care for.
- The childminder is proactive when it comes to sharing information with other settings that children attend as well as her own. She understands the importance of this when helping children to settle in when they start and on an ongoing basis, to help children receive consistency of care.

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:

- improve the way that children are helped to make the transition between activities that are part of the daily routine and those they have chosen, so they have time to finish self-chosen activities to their own satisfaction
- improve the curriculum for communication and language so that children consistently hear the correct words spoken when naming objects, to further benefit and develop their speaking skills.

Setting details

Unique reference number	EY412639
Local authority	Cambridgeshire
Inspection number	10308317
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 March 2018

Information about this early years setting

The childminder registered in 2010 and lives in Highfields Caldecote, Cambridgeshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Anna Davies

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 setting.
- The childminder and the inspector discussed how the curriculum is organised and what the childminder wants children to learn.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to the childminder throughout the inspection as appropriate.
- Children interacted with the inspector during the inspection.
- The inspector and the childminder evaluated an activity together.
- The inspector looked at relevant documentation.
- The inspector looked at written feedback from parents and 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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