

Childminder report

Inspection date: 7 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 provides a welcoming environment for children where they feel safe and happy. Children enter the setting excited and pleased to see the childminder. Occasionally, children arrive at the setting upset and the childminder offers support and reassurance. Children demonstrate their secure attachments when they snuggle up to the childminder for comfort and settle quickly. Parents feedback on the welcoming environment for children and say that children are excited to attend the childminder's setting.

The childminder provides interesting and exciting learning opportunities for children that spark their imagination. Children show a keen interest in their learning and are eager to join in when the childminder initiates a new activity. Children remain fully engaged in their learning and the childminder uses conversations and props during story time to hold their attention. This means children continue to make good progress and develop a love of books.

The childminder provides children with opportunities to socialise with larger groups when they attend local stay-and-play sessions. Children demonstrate good social skills when they share the resources in the home corner. Children are kind to each other and enjoy spending time with their peers. They share their experiences from home and take turns to choose songs when singing in a group.

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

- The childminder prioritises children's language and communication development. She sings with children throughout their play, initiates conversations and introduces new vocabulary. This gives children opportunities to learn and use new words. Therefore, children become confident talkers from a young age.
- The childminder knows children very well. She plans appropriate learning opportunities to prepare children for school and their next stage of learning. For example, children are confident to communicate their needs and ask for help. They are independent when carrying out personal hygiene routines and demonstrate a love of learning. This prepares children for progressing into a school environment.
- The childminder talks to children and encourages them to share their ideas with peers. Children are confident talkers and like to share ideas, such as 'Let's sing ducks', during group time. However, the childminder does not always ask questions in a way that encourages children's critical thinking skills further.
- The childminder introduces mathematical language and concepts to children's play through counting and conversations about measure. Children learn the names of different shapes and the childminder extends this learning by introducing three dimensional shapes. Children enjoy counting during snack time

and begin to recognise the numbers displayed. They also learn a range of mathematical language, such as 'heavy', to compare the weight of the toys.

- Children thoroughly enjoy role-play activities. The childminder provides a range of resources for children to use and together they pretend and act out different scenarios. Children use their imaginations and practise important language skills. They use the toy telephones to talk to the childminder and she uses these opportunities to extend conversations and listen to children's ideas. This provides children with even more opportunities to develop their social skills and learn how to play and share with peers.
- The childminder provides a range of learning opportunities across all areas of learning. She follows children's interests to provide engaging and exciting activities. Children enjoy mark making. They carefully copy the letters in their names when making a Mother's Day card. Children then find their own paper and begin to draw around their hands and feet. The childminder supports children to access the additional resources they would like and together they make various pictures. Children practise using tools correctly ready for writing in the future.
- The childminder has good working relationships with parents and other professionals. She regularly shares information regarding children's learning and provides in-depth feedback for parents at collection times. The childminder shares children's next steps in learning and gives suggestions to families to continue learning at home. This gives children consistency in their learning and helps them to make quick progress.

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:

- extend the use and style of questions to help children develop their critical thinking skills further.

Setting details

Unique reference number	EY430104
Local authority	Cambridgeshire
Inspection number	10316855
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 May 2018

Information about this early years setting

The childminder registered in 2011 and lives in Manea, Cambridgeshire. She operates all year round from 9am to 5pm, Tues, Wednesday and Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Vikki Reynolds

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 provision.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector relevant documentation during the inspection.

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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