

Childminder report

Inspection date: 19 November 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, including those who are new to the setting, show that they are content and settled in the childminder's care. They benefit from meaningful interactions with the childminder, who gets down to their level. She supports children to make decisions about what they would like to do next. As a result, children develop their confidence as they access toys and resources in their environment. Children enjoy exploring a big empty cardboard box. Younger children develop their physical skills as they climb in and out of the box, carefully manoeuvring their legs over the sides. Older children giggle with delight as they pull the flaps closed to 'hide' from each other. They enjoy the sound made as they use play cutlery to poke holes in the cardboard.

The childminder supports children's understanding of how to behave well and she models positive behaviour. Older children follow instructions and help with tasks, such as joining in with the childminder to tidy away toys before snack. The childminder encourages children to share and take turns with popular toys and resources. Children respond well to the praise they receive for their efforts and achievements. This helps to build children's self-esteem and ensure their emotional well-being.

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

- The childminder gets to know the children and their families well. She gathers valuable information from parents about children's stage of development and the things that they enjoy. The childminder uses her observations, and ongoing conversations with parents, to identify and assess where children are in their learning. She uses this information to plan activities that build on what children know and can do. The childminder works collaboratively with parents to further develop children's skills. This includes providing a shared approach to self-care skills, such as toilet training.
- Children receive a wide variety of experiences. For example, the childminder attends groups with the children, meets up with another childminder and their children and plans trips to local places, such as the park and soft-play centre. These experiences deepen children's awareness of the community and help to extend their social skills and confidence as they meet with other adults and children outside of the setting.
- Parents express their thoughts about the service the childminder provides. They comment extremely positively about the childminder, the support she provides and the progress their children make. The childminder communicates with parents through verbal discussions and electronic messaging. She sends parents photographs to let them what their children have been doing during the day. Parents value the communication they receive.

- The childminder has clear routines in place, which children follow. This helps children to understand their day and what is coming next. Children sit patiently at the dining table for lunch. The childminder promotes a healthy diet and encourages children to try new foods.
- Children develop good hygiene routines. They wash their hands before eating a healthy snack. The childminder encourages children to become independent and provides appropriate support, when needed.
- The childminder knows how to identify when children need additional support. Overall, she supports children's developing language and communication skills. The childminder talks to children as they play and explore and asks them to identify colours, shapes, and numbers. However, where further support is needed for children, the childminder has not yet implemented more tailored strategies to help them to make the best possible progress.
- Children are keen to join in with group adult-led activities. However, on occasions, older children dominate the activities. This means that younger children are not as fully engaged as possible and, as a result, are not consistently supported to achieve their full potential.
- The childminder updates her required training to ensure her knowledge and skills remain up to date. She is committed to continuing her own professional development to build on her understanding and support for children. For instance, recent training has helped the childminder to plan a wider range of opportunities for children to extend their mathematical skills.

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:

- build on knowledge and understanding of strategies to support children to make the most progress they can in their communication and language development
- plan group activities more carefully to allow all children to have the opportunity to join in to make the best possible progress.

Setting details

Unique reference number	EY454179
Local authority	Cambridgeshire
Inspection number	10369937
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 3
Total number of places	3
Number of children on roll	6
Date of previous inspection	21 August 2019

Information about this early years setting

The childminder registered in 2012. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. She provides government funded places for eligible children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder during the inspection. The inspector spoke to several parents and took account of written feedback.

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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