

Childminder report

Inspection date: 16 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 enjoy spending time with the childminder. Their days are filled exploring, playing and laughing. When they want to find out even more information about things that interest them, the childminder supports them to do so through new activities, books and outings. For example. The childminder hides small models of dinosaur skeletons in sand. Children look at their distinctive features before they match them to imprints of the bones in clay. If children are unsure of the type of dinosaur they have found, they find books to help them identify similar characteristics. The childminder reads out the name of the creature, helping to satisfy children's curiosity. Children quickly learn that books contain factual information in addition to favourite stories. This strengthens their love for books.

Babies giggle while they play 'peepo' with the childminder. They wait in anticipation for the childminder's greeting while they feel the sensation of a breeze when the childminder brushes an opaque scarf over their faces. This helps babies establish the foundations of social communication through gentle two-way interactions. As children grow, they develop rich vocabularies. They listen to the childminder's descriptions and join in conversations with her. The childminder introduces new words and concepts for them to comprehend and use. By the time children are ready for school, they are confident, articulate individuals.

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

- The dedicated childminder plans a meaningful curriculum that provides children with memorable experiences to help them learn and develop. She regularly takes children to local organised groups and local attractions, such as farm parks and museums. During their local walks, young children strengthen their muscles and develop their coordination while they jump and splash in puddles. This helps to prepare them to make purposeful smaller movements in their future mark making and early writing skills.
- The childminder shares ideas and information with other local childminders and incorporates new activities in her own practice. She finds relevant training courses and reads professional publications and articles that help strengthen her already good knowledge and understanding. This includes aspects of how children learn and effective ways to support their emotional and physical wellbeing. This helps to ensure the childminder continues to provide good quality care and education.
- Children follow their interests and choose activities and games that they enjoy. The childminder encourages children to take turns when they play counting and matching games together. Children adapt the rules, helping them consolidate what they know and understand. As they grow, children spend longer periods of time concentrating during the games, adding more complex rules and concepts.

This helps to prepare them for future learning.

- The childminder maintains good relationships with parents and carers. She finds out important information from them to help her establish routines similar to home. This helps children quickly settle and feel secure in her care. The childminder finds out about the experiences children have at home. This helps her build on what children know and understand by introducing new and different activities and outings.
- Children behave well. When minor disputes do occur, the childminder supports children to resolve them. She reminds them to share and to be kind to others, giving explanations as to why their friends are upset. This helps children begin to regulate their own behaviours and feelings.
- Babies and children form close bonds with the childminder. When babies feel tired or unsettled, they are easily soothed and reassured by the caring childminder. Children snuggle up to the childminder to listen to stories. They share jokes with the childminder, helping to create a relaxed and friendly atmosphere in which to learn. This contributes to children's positive attitudes and developing self-confidence.
- The childminder has a clear ethos to help support children's growing independence. This is reflected in children's ability to carry out simple tasks for themselves, such as clearing away their cups and plates after meal times. However, there are times when the childminder does not give children time to solve problems or predict what might happen next for themselves. As a result, children's developing thinking skills are not optimised.

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:

- encourage children to solve problems and predict outcomes for themselves and with their friends.

Setting details

Unique reference number	EY464871
Local authority	Cambridgeshire
Inspection number	10316816
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 May 2018

Information about this early years setting

The childminder registered in 2013. She operates all year round from 7.30am to 5.30pm Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three-, and four- year- olds.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the provision.
- The inspector observed activities in the childminder's home. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described the curriculum she provides. She talked about the impact her teaching has on children's learning.
- The childminder carried out a planned activity. She discussed the activity and the impact on children's development with the inspector.
- The inspector read feedback sent in from parents. She took their views into consideration in her assessment of the provision.

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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