

Childminder report

Inspection date: 20 September 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 works with parents to settle children into the setting. She has a warm and friendly approach, which helps children feel safe and secure. Children approach the childminder for cuddles when they need reassurance. They are eager to share their learning and experiences with her. The childminder responds positively and respectfully to children's ideas and opinions. She supports children to express themselves appropriately. The childminder is a positive role model for children's behaviour. She encourages children to share and take turns. The childminder helps children understand the feelings of others. She praises children when they are kind to each other.

The childminder keeps children safe in the setting and when out in the community. She works with parents to provide children with healthy meals. The childminder promotes children's independence. She provides flexible routines so that children's individual needs are met. Children wash their own hands and help tidy away their toys. The childminder gets to know children very well. She carries out detailed assessments of children's learning and development. This helps her to provide a range of engaging learning experiences which interest them. Children who speak English as an additional language make good progress with their language development.

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

- The childminder uses the local playing field and other spaces to support children's physical development. Children enjoy going for walks. They visit soft-play centres to develop their physical skills. The childminder provides a range of manipulative toys so children can practise using their fine motor skills. Children enjoy stacking puzzles and manipulating beads on abacuses. They use bottles with trigger sprayers to water plants in the garden, which strengthens the muscles in their hands.
- There is good support for children's communication and language development. The childminder speaks clearly to children, she listens and tunes in to children. Children enjoy reading stories with the childminder. They enjoy learning new words associated with autumn, such as 'acorn' and 'pine cone'. The childminder provides acorns and pine cones outside for children to explore, and this helps them to consolidate their knowledge.
- The childminder provides a range of creative activities. Children enjoy exploring colours and shapes as they draw pictures with pens. Outside, they paint on the paving slabs, using feathers they have found dipped in water. The childminder supports children's mathematical learning. Children spend time sorting and grouping different-coloured animals. The childminder helps children count using bead toys and books.

- The childminder regularly meets with other childminders. They attend play sessions in the local village hall. Children engage in messy play, use ride-on toys and join in group games. This helps children to develop their social skills. The childminder encourages children to work together. Sometimes, the childminder does not enforce the boundaries in the setting consistently. This means that occasionally children get frustrated and disengage from their learning.
- Children learn about the world around them. The childminder helps children to understand the change in seasons and uses effective questioning to extend their learning further. The childminder takes children on the bus. They visit local cafes and places of interest. This helps to develop children's knowledge of their community. Children are confident to try new activities.
- Parents are very happy with the care their children receive. They comment on the childminder's calm approach. They appreciate the photos and other daily communication they receive. Parents are pleased with the progress their children are making with their language development. They also remark on how their children's social skills have improved. Parents are pleased that their children have learned to share and take turns.
- The childminder reflects on her practice. She has plans to update the playroom and is researching appropriate types of learning environments. The childminder is planning to undertake training to support children with special educational needs and/or disabilities. However, she does not take a systematic approach to accessing training opportunities to help further develop her knowledge and 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:

- improve the use of consistent boundaries so that children can engage deeply with their learning
- develop a systematic programme of professional development to further enhance teaching skills.

Setting details

Unique reference number	EY467982
Local authority	Cambridgeshire
Inspection number	10355218
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2014 and lives in Witchford, Cambridgeshire. She operates each weekday, from 7.30am to 6pm, all year round, with the exception of bank and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Joyce

Inspection activities

- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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