

Childminder report

Inspection date: 18 October 2022

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 are comfortable and happy with this warm and kind childminder. They settle well in her home and have formed close, loving relationships together. Children welcome her interactions as they play and enjoy activities, such as looking at books together. Children are confident to explore the toys and resources available to them and make their own play choices. Activities planned by the childminder, such as an autumn tray to explore natural materials, considers children's interests and learning needs. They are presented in an interesting way, which helps motivate children to learn.

Children use their imaginations well during play as they pretend they are visiting the doctor's or dentist's surgeries. They enjoy making up stories that they confidently share with the childminder, often based on real life experiences, such as a recent trip to the dentist with the childminder. Young children feed and cuddle the dolls, showing an understanding of what they know and have seen. Using building bricks, children quickly and confidently create moving pieces showing good hand-to-eye coordination and creativity. Older children count and confidently recognise numbers. They have good opportunities to use a variety of materials to make their marks, such as chalk and paintbrushes in sand.

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

- The childminder makes good use of her local community to give children a rich and varied set of learning experiences. They regularly visit the parks and duck pond and spend time at several different children's groups, such as soft play and rhyme time at the library. This also helps children to socialise with others and learn about the area they live in.
- The childminder demonstrates a good understanding of the personalities and learning needs of the children she cares for. She helps children to build on what they know and can do. However, on occasions she does not adapt her teaching skills effectively to ensure children's learning is fully extended, especially for the most-able children.
- The childminder consistently gathers information from parents about children's lives and abilities at home to help shape the learning experiences she provides. She regularly assesses children's learning to ensure that they are making good progress for their age. She shares this information with parents and works closely with them to meet children's ongoing care and learning needs.
- The childminder understands the importance of building children's communication and language skills. She talks to them in activities, providing a running commentary to their play. She helps young children build their vocabulary by introducing words, such as condensation, and repeating words for very young children. Reading stories and singing songs are part of everyday

practice. Children can access books easily and regularly do so.

- Children show good familiarity with hygiene and self-care routines. For example, they independently initiate washing their hands before sitting for meals and pour their own water to drink. The childminder helps children to become independent by teaching them how to dress themselves for outdoor play and to tidy away after themselves, such as putting toys away and placing their banana skin in the bin when they have finished eating.
- The childminder shows a positive commitment to the continued development of her childminding services. She reflects on her practice and regularly asks for and considers the views of parents. The childminder keeps abreast of any mandatory training and current issues in childcare. She seeks other training opportunities that will help improve experiences for children and is currently studying for a childcare qualification.
- Parents comment very positively on the childminder and the service she provides. They receive daily communication, both written and verbal, about their child's time with the childminder, which is greatly appreciated. Parents comment that the childminder is kind, caring and she provides different experiences that they feel children may not otherwise participate in.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date by attending regular training. She understands her duty to protect children in her care and the importance of being alert to issues and concerns in a child's life. The childminder can confidently discuss a wide range of signs and symptoms of abuse. She has robust procedures in place for reporting any concerns she may have about adults and children to the appropriate authorities.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- find more ways to offer challenge for the most-able children to consistently extend their learning.

Setting details

Unique reference number	EY480532
Local authority	Cambridgeshire
Inspection number	10236440
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	10
Date of previous inspection	20 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Soham. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children.

Information about this inspection

Inspector

Carly Mooney

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 the childminder's intentions for children's learning.
- The inspector discussed the learning environment with the childminder and how the setting is organised.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector in written documentation.

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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