

Childminder report

Inspection date: 9 January 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 are very happy and settled. They build strong and positive relationships with the caring and dedicated childminder. Children confidently move around the childminder's home. They make independent choices from a rich range of resources that reflect their interests and build on previous experiences. Children show high levels of motivation to solve problems. They work out how to join pieces of a toy train track to create a bridge and reposition wooden toy biscuits in the box so that the lid closes.

The childminder intuitively values children's thoughts and ideas through a flexible curriculum. She skilfully responds in the moment to help them progress their skills and embed new knowledge. Children have a strong awareness of the childminder's behavioural expectations. They know to tidy away what they have finished playing with. The childminder makes this a fun learning opportunity. Children eagerly rise to the challenge of accurately and gently throwing the large construction bricks back into the container. They relish the childminder's praise for their achievements. This helps to further enhance their self-esteem and confidence in their abilities.

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

- The childminder successfully implements a sequenced and broad curriculum. She knows well the children she cares for and precisely identifies what they need to learn next. This helps children to make good progress, and they are well prepared for their future learning. However, during some planned, adult-led activities, the childminder does not fully consider how she can adapt her teaching to precisely meet the learning needs of younger children.
- Children learn to adopt healthy habits, such as healthy eating, good hygiene practices and being physically active. The childminder expertly encourages children to try new foods, such as pomegranate and radishes. Children learn that wild birds find it challenging to find nutritious food during the winter season. They mix a range of chopped fruit and vegetables with wild birdseed and melted fat to create bird food. Regular visits to country parks enable children to assess their own risks, build stamina and re-enact familiar stories.
- Children are confident communicators because the childminder places a strong emphasis on promoting their language skills. She consistently provides a narrative to her own and the children's actions. The childminder's use of questions ignites older children's thinking and they construct sentences in response. Younger children persevere to form words through the childminder's use of repetition.
- Children behave well. The childminder supports children to resolve any minor conflicts and gives appropriate intervention when needed. This results in children playing harmoniously together. They use their imagination and pretend to go

shopping together.

- Children are independent individuals from a young age. They confidently put on their own outer clothing with minimal support and carry out age-appropriate tasks, such as setting the table for lunch. The childminder works in partnership with parents to prepare children to use the toilet independently and they know to wash their hands afterwards.
- The childminder continually reviews her practice and provision. She is experienced, knowledgeable and dedicated to supporting children and their families. The childminder has a positive attitude to her professional development. Recent training has enhanced her practice on how to build on children's understanding of stories. She regularly meets with a network of local childminders, where she shares her new knowledge and gains new ideas.
- Partnerships with parents are strong. The childminder keeps parents updated about their child's care and progress through daily verbal discussions and shares photos and videos of their achievements via a secure app. Active use of the lending library helps to support children's love of books. Parents appreciate the wealth of guidance to support their children through changes in their lives. They regard the childminder as an extension of their family and describe her as a 'first-class miracle worker'. However, the childminder has not yet forged relationships with other settings that children attend. She does not share information about children's learning and development to effectively support their continuity of learning.

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:

- adapt the teaching of planned activities precisely to meet the learning needs of younger children
- develop partnerships with other settings that children attend and share detailed information about their development.

Setting details

Unique reference number	EY454965
Local authority	Cambridgeshire
Inspection number	10301026
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 January 2018

Information about this early years setting

The childminder registered in 2012 and lives near Cambridge. She operates from 8.30am until 4.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Lorraine Pike

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 her evaluation of the childminder.
- The inspector observed the quality of teaching during activities indoors and in the childminder's garden. She assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation, such as the childminder's first-aid qualification.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided.

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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