

Childminder report

Inspection date: 25 January 2024

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| 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 provides a happy and nurturing homely environment. Children are eager to explore the various stimulating activities, which are presented well. For instance, children explore bird seed. They count as they scoop it onto scales and listen to the childminder as they learn how to balance them. Children are confident. They receive plenty of reassurance and cuddles. The childminder is responsive to their needs and recognises when children are tired or require some quiet time. This helps children to feel safe and secure. Children benefit from specially dedicated areas of the childminder's home, such as the cosy corner, where they enjoy a calming space that is close to a good range of books for resting and reading.

Children understand and follow the childminder's well-sequenced routine. They are motivated to join in with daily tasks and remain active. For instance, the childminder creates a fun atmosphere as she models how to tidy toys away, using a tidy-up song. This helps children transition from activities smoothly. The childminder is a good role model and has clear expectations for children's behaviour. As a result, children behave well and demonstrate kindness towards each other. For instance, children bring comfort items to their friends when they notice they are upset. They are encouraged to use 'please' and 'thank you' when making requests and benefit from activities designed to support their understanding of sharing.

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

- The childminder talks to children as they play. She asks questions to determine children's understanding and comments on their actions. She introduces new words, such as 'dissolve' as children observe gelatine in hot water. Although the childminder repeats what children say correctly, there are times when she does not add words to further extend their vocabulary. Additionally, there are some instances when she does not pronounce words correctly. This means children are not fully supported in developing their wider vocabulary.
- Interactions between the childminder and children are good. She engages in their play and successfully weaves mathematical skills into children's daily routines and planned activities. For example, she asks children to predict how many scoops of seed are required for their activity. The childminder models counting as the children scoop. The children are able to identify if the amount was more or less than they predicted.
- The childminder is enthusiastic and supportive. Children listen attentively and enjoy adult-led activities, such as reading a story and singing at group time. Children are eager to join in when they hear the childminder begin an activity, and they show motivation to learn. However, some group activities are too long for the younger children and they become easily distracted and lose

concentration.

- Children learn to do things for themselves. For example, the childminder teaches them to put on their coats when going outdoors. They learn to take off their shoes and store them correctly when they return indoors. Children make independent choices during free-play opportunities. They enjoy responsibility for routine tasks, such as tidying and sorting the toys, before beginning a new activity. Younger children are supported to feed themselves, while older children learn to use cutlery independently at mealtimes.
- The childminder has a positive attitude to her continuous professional development. She accesses learning opportunities to develop her skills, knowledge and practice. For example, she has recently completed training to inform her understanding of how to promote children's mental health. As a result, the childminder is more confident in her practice and has a greater understanding of the link between children's access to nature, physical play and their mental well-being.
- Parents speak highly of the childminder, describing her as 'caring' and 'kind'. They appreciate the detailed handover they receive each day. Parents say the childminder is informative and keeps them updated about their children's development. They describe their children as 'happy' and 'well cared for' by the childminder. They praise her for the considerable learning she provides about nature and the many excursions she plans. Consequently, children benefit from a positive partnership between home and the setting.

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:

- model the correct pronunciation and help children develop a wide and varied vocabulary
- improve the organisation of group times and adult-led activities so that younger children are highly engaged and focused.

Setting details

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| Unique reference number | EY497690 |
| Local authority | Cambridgeshire |
| Inspection number | 10312196 |
| 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 8 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Date of previous inspection | 23 April 2018 |

Information about this early years setting

The childminder registered in 2016 and lives in Milton, Cambridgeshire. She operates all year round from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 4. She works with her husband, who is also a childminder.

Information about this inspection

Inspector

Louise Harris

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 childminder.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of the education being provided and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views on the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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