

Childminder report

Inspection date: 8 February 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 provides a welcoming home-from-home environment for the children in her care. She invests time in getting to know the children and their families. This helps her to plan a curriculum and environment that support children's interests and individual needs. Children concentrate well during activities that the childminder provides to suit their likes and interests. The childminder comforts children with reassuring cuddles when they struggle with their feelings. Her sensitive and affectionate interactions support children's well-being and sense of security. Children show positive attitudes towards learning and are eager to engage in the activities provided. Children develop their hand-eye coordination as they build a tower from stackable plastic flowers. The childminder supports their learning by holding the tower in place until the children tell her to let go.

Children receive positive praise for their efforts, and they then begin to praise the efforts of their friends, imitating the words of the childminder. The childminder's calm and friendly approach encourages children to behave well. When children have minor disputes over sharing toys, the childminder models and teaches children ways to resolve their disagreements. Children are learning vital social skills, such as turn taking and being kind to others.

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

- The childminder knows what the children in her care need to learn. This helps her to plan a curriculum that builds on children's skills in a way that suits each of them. She makes regular assessments of what children can do and uses this information to plan for the next steps in their learning. She shares a range of information with parents. However, the childminder has not found successful ways to encourage parents to become involved in their child's learning at home, to help children achieve the best possible outcomes.
- Overall, the childminder supports children's communication well. She chats to children and gives them time to respond to her questions and take turns in conversation. The childminder uses language for thinking and invites children to make choices. For example, she helps children to decide what construction pieces will make the best imprints in the play dough. The childminder recognises when children need further support for the clarity of their speech and some of their initial letter sounds. However, the childminder does not make the most of opportunities to help young children to consistently hear these key initial sounds and develop their language as quickly as possible.
- Children enjoy regular outings. They learn about nature and caring for others, such as when feeding ducks in the local park. The childminder meets with other childminders and their children to widen the children's social circle and help with their confidence and language skills.

- The childminder is keen to progress her own knowledge and professional development. For example, she has attended a course in understanding and recognising children with special educational needs and/or disabilities. This has helped her to think about how she can support children and their families further.
- Children explore the texture of the play dough and squeeze it in their hands. This helps to develop the muscles needed for early writing. They poke the play dough and use scissors to cut out shapes. The childminder weaves mathematical language into the activity as she helps children to recall the names of the familiar shapes. She also encourages children to count the number of rolling pins correctly.
- The childminder encourages children to be independent. They know they need to wash their hands before sitting down to lunch. Children chop their own banana and count the pieces. The childminder incorporates learning experiences into mealtimes. For example, she chats to them about what makes a banana healthy.
- Children learn about the benefits of healthy lifestyles. They enjoy playing outside each day in the local park. This provides them with a range of opportunities to build strength in their larger muscles. The childminder understands how this contributes to children's physical development and their overall sense of well-being.

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:

- consider ways to enhance partnerships with parents and support children's home learning further to enable greater continuity and the best possible outcomes in children's development
- give children consistent opportunities to hear clear speech sounds, and support gaps in the clarity of their speech as quickly as possible.

Setting details

Unique reference number	EY431718
Local authority	Cambridgeshire
Inspection number	10305256
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 February 2018

Information about this early years setting

The childminder registered in 2011 and lives in Wicken, Ely. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Topham

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the childminder's 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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