

Childminder report

Inspection date: 15 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

Children form secure and affectionate bonds with the childminder. They demonstrate they feel safe as they happily say 'goodbye' to their parents and are led by the childminder to the play area. Children enjoy exploring from a range of resources available to them, including using a 'choosing book' to select additional items independently. The childminder knows the children well and prepares a stimulating environment based on children's interests and planned to develop their learning and skills further. For example, following a story about a hedgehog, the childminder challenges the children to create their own hedgehogs from dough. She teaches them to roll, pinch and twist as they learn to manipulate the material.

Children behave well and understand the childminder's expectations. They learn to share and take turns as they play and form good relationships with their friends. The childminder supports children to be aware of others' feelings. She is caring and gentle in her approach to help children understand her boundaries. Children are helpful and enjoy having responsibility for routine tasks such as tidying and sorting toys in preparation for mealtimes. The childminder uses a playful tidy-up song, which motivates the children to join in. The childminder provides a well-sequenced routine. Children are keen to engage in activities and demonstrate a positive attitude to learning.

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

- The childminder supports children's early mathematical language and skills particularly well. She skilfully introduces concepts of quantity and measure and offers children excellent practical mathematics opportunities as they play. For example, children learn to cut fruit in half and quarters. The childminder encourages the children to count items and recognise numbers by name.
- Children's literacy skills are supported well. They enjoy regular visits to the library and enjoy listening to stories each day. Children access a well-resourced book area and listen intently to stories the childminder reads. She provides ample opportunity for children to develop their small motor skills in preparation for later writing. For example, they access tools while playing in the home corner, such as knives, scoops and tweezers, and explore malleable materials such as dough.
- The childminder plans activities to promote children's vocabulary and listening and attention. She encourages children to talk about their play, asking questions to promote conversation. However, she does not always leave children enough time to think about and respond to questions and many of the questions she asks children do not promote effective two-way discussion.
- The childminder promotes children's health and well-being by encouraging children to try a wide range of fruit and vegetables, which she provides for their

snack. She has created a water station for children to independently access drinks throughout the day to remain hydrated. The childminder recognises the import part that fresh air and physical exertion play in promoting children's health. She ensures they have daily access to outdoor play, including access to local fields that offer larger spaces for running.

- The childminder takes children to visit places of interest within the local community. For example, children enjoy going to the local sports hall and attending various stay-and-play group sessions. The childminder often meets up with other local childminders and their children. This provides children with the opportunity to develop their social skills, friendships with others and to gain confidence in larger groups.
- Partnerships with parents are exceptionally strong. Parents speak highly of the childminder expressing that she provides a 'welcoming' and 'calm' environment where their children flourish. They report that their children are always excited to attend. Parents value the daily feedback and updates on their children's well-being, progress and next steps.
- The childminder is passionate about her role and committed to giving children a positive start to their learning. She strives to deliver the best possible care and education to all children in her care. The childminder attends regular training to update her knowledge and skills. She shares information with other local childminders to share best practice and keep up to date with changes to legislation.

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 quality of teaching further to ensure that children make the best possible progress with their communication and language.

Setting details

Unique reference number	EY500208
Local authority	Cambridgeshire
Inspection number	10316802
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	4
Number of children on roll	4
Date of previous inspection	2 May 2018

Information about this early years setting

The childminder registered in 2016 and lives in Upper Cambourne, Cambridgeshire. She operates all year round from 7.30am to 5pm, 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

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.
- Parents shared their views of 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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