

# Childminder report

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Inspection date: 27 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 friendly and welcoming environment, which helps children to leave their parents and settle quickly in her care. She knows the children well, and focuses on their individual interests when planning learning experiences. Children demonstrate their confidence as they welcome visitors to the setting and introduce themselves. Children are eager to participate in activities and demonstrate good levels of concentration. The childminder recognises the importance of providing children with opportunity to explore and offers a learning environment to support this. For instance, Children benefit from independent access to toys and resources. They explore paint using brushes to paint their hands and observe the changes that occur as they mix colours together.

Children behave very well. The childminder is a good role model. She encourages children to use good manners. For instance, she offers a script for children to use when requesting items, such as 'I would like...', and she reinforces the use of 'please' and 'thank you'. Children are kind to each other and learn to take turns with equipment and share resources. They build strong friendships with their peers and happily play cooperatively with each other. The childminder engages in child-led play. She offers ideas to extend their play. For instance, while children make meals in the play kitchen, she suggests they need to shop for ingredients and sets the challenge to find items.

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

- Children make good progress in their learning. The childminder has a good knowledge of how children learn and ensures she plans activities that children find interesting and help to strengthen their skills over time. She provides a variety of opportunities that cover all areas of learning. The childminder uses ongoing assessment effectively and works closely with other settings that children attend to support their development.
- The childminder understands the importance of supporting children's communication and language skills. She engages in back and forth conversations, asks questions to determine children's understanding and comments on their actions. However, although the childminder repeats what children say to ensure they hear the correct pronunciation, there are times when she does not add words to further extend their vocabulary.
- Children benefit from good opportunities to build on their independence. The childminder recognises the benefits of children learning to manage some age-appropriate tasks. For instance, children learn to set up tables for messy play activities and store their paintings to dry. The childminder encourages and praises children as they take great pride in their growing independence.
- The childminder understands how to support children's literacy skills in

preparation for school. She provides activities to strengthen children's fine motor skills for later writing. For instance, children paint, use tools such as tweezers, and explore malleable materials. Children visit the library and enjoy well-read stories. They learn to recognise the letters that make up their name and begin to label their pictures independently.

- The childminder helps the children to gain knowledge of their local community and develop their understanding of the world. They regularly visit places of interests such as the local bird sanctuary, museums, woodlands and farms. Children plant wild flowers in the childminder's garden and observe how they attract the bees. They sow sunflowers and harvest the seeds to feed the birds. This helps to foster their interest in nature.
- Parents speak positively about the care the childminder provides. They describe her as 'knowledgeable' and 'caring'. Parents appreciate the support and advice the childminder offers and say their children love attending the childminder's home. They describe her setting as being a 'home from home' where children receive lots of love and attention.
- The childminder takes part in regular training opportunities to keep her knowledge up to date. She regularly meets with other childminders to share good practice. However, she does not focus her professional development on developing an expert knowledge of teaching. She has not fully explored ways to continually build on the good quality of her teaching to help children make the very best possible progress.

## 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:**

- strengthen the support provided to younger children that are developing their vocabulary so that they hear more words.
- build on the already good practice and use self-evaluation even more effectively to seek further ways to develop first-rate teaching practice.

## Setting details

<b>Unique reference number</b>	222314
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10312315
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	3 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	26 April 2018

## Information about this early years setting

The childminder registered in 1992 and lives in Chatteris, Cambridgeshire. She operates all year round from 7.30am to 6pm, 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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