

Childminder report

Inspection date: 13 February 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have a positive relationship with the childminder. They are keen to spend time with their peers. Children happily share resources with each other when completing activities. For example, they share heart sprinkles when making Valentine's Day cards. Children access a range of resources, both in and outdoors. They use a range of small-world items and crafts indoors. Outdoors, children climb the ladder to the playhouse and use the slide to come down. They use mats to practise gymnastics and access a large chalkboard attached to the fence. Children are able to be physical and strengthen their large muscles.

Children attend a variety of groups, enabling them to socialise with other children. They regularly visit the local park when collecting other children from school. During school holidays, children go on trips further afield. Children are confident to talk to visitors. They discuss what they did at the weekend and ask if visitors would like to share snack with them. Children help prepare their own snack. The childminder supports children who are less confident with a knife, explaining they need to 'saw' the banana to cut it. Children take pride in their achievement of cutting the fruit up. Children are regularly reminded to have a drink to stay hydrated.

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

- The childminder has a clear curriculum and she is keen that the children leave her ready for school. She knows the children in her care well and adapts activities to meet their needs. The childminder provides toy animals, sand, and jelly to support children's interest in animals. She supports the children to set this up as a small-world activity.
- The childminder has a positive settling-in procedure. This allows parents to verbally share information with the childminder before they leave their child for a short period of time. This helps parents to feel confident when leaving their child.
- Parents are happy with the progress their children make while with the childminder. They enjoy seeing photos of their children during the day using an online platform. Parents appreciate the trips out during the school holidays.
- The childminder has an understanding of how to support children with special educational needs and/or disabilities. She understands the requirements to work with parents and professionals to ensure the children reach their full potential.
- The childminder ensures children experience a wide range of vocabulary during the day. She uses opportunities to provide new words to children. For instance, children think about different words to use for 'spiky'. The childminder uses a range of books to support children's interests. When children talk about animals, the childminder provides two factual books about animals. These provide further

conversational opportunities.

- Children have limited access to technology. They are able to access an electronic streaming device. However, they are not supported to understand the risk involved with technology or how to keep themselves safe.
- The childminder provides praise when children attempt activities, which encourages them to persevere. For example, she praises a child who is trying to use scissors. This encourages the child to continue attempting and making some successful cuts.
- The childminder meets regularly with other childminders. This allows her to gain support if there are changes in regulations and to share ideas about activities. The children benefit by socialising with groups of other children.
- The childminder supports children with their behaviour when required. She provides suitable language, which children can use, and reminds them to use kind words.
- The childminder provides home-cooked meals and snacks for the children. Children choose which fruit they would like for snack and discuss what they would like for lunch. The childminder encourages the children to take an active role in preparing the food. For example, the children helped to prepare home-cooked pizza, stretching the dough and adding their own toppings.
- The childminder has an assistant who supports the children after school. The assistant helps the children to prepare their snacks. She will read with them and support the children at the playground.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to safeguard the children in her care. She understands the signs of abuse and is clear about her procedures to protect the children. The childminder has an excellent understanding of the 'Prevent' duty and her responsibilities. The childminder is aware of who to contact should she have any safeguarding concerns. The childminder has a robust recruitment procedure. She ensures interviews and suitability checks are complete prior to allowing new staff to work with the children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure procedures are in place to support children when using technology to understand the risks involved.

Setting details

Unique reference number	222029
Local authority	Cambridgeshire
Inspection number	10265415
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	2 to 10
Total number of places	6
Number of children on roll	23
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 1992. She lives in Bar Hill, near Cambridge. The childminder is open from Monday to Thursday all year round from 7.30am until 6pm and Friday from 7.30am to 8.45am. The childminder closes for family holidays. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Clayton

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 provider.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and, outdoors and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about their intentions for the children's learning.
- Children spoke with the inspector during the inspection.

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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