

Childminder report

Inspection date: 13 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle well and have formed secure bonds with the childminder, who is warm and caring towards them. They readily ask for her help when needed. The childminder holds babies close when they are tired to comfort them or when they are drinking from their bottle. Children's behaviour is good. They show their understanding of the childminder's rules, and she encourages them to say please and thank you. She helps them to learn that some rules are in place to keep them safe.

The childminder understands the importance of helping children to be ready for school. She encourages children to keep trying when they encounter difficulties, to help them be successful learners. This helps children gain the skills they need to be ready for the next stage in their learning.

Children enjoy their time with the childminder. They concentrate as they pour water from one container to another. The childminder encourages them to extend this play by watering the flowers. This helps to build on their coordination skills. Young children make marks with chunky crayons that they grip comfortably while practising their early writing skills. The childminder counts with children as they play, helping them develop an early awareness of mathematical concepts.

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

- The childminder finds out from parents about their children's routines and abilities before they start at the setting. This helps her to tailor the settling-in process, according to children's individual needs from the beginning.
- The childminder provides good support for young children's language development. She talks to children about what they are doing during activities and asks questions that engage their thinking. The childminder helps children to learn about colour names. She clearly labels the colour, so that they can hear and say the word.
- The childminder knows what the children in her care need to learn. This helps her to plan a curriculum, so that children build on their skills in a way that suits each child. The childminder makes regular assessments of what children can do and uses this information to plan for the next steps in their learning. However, she has not found successful ways to encourage parents to become involved in their child's learning.
- The childminder recognises the importance of reading to children to help foster their enjoyment of books. They join in, confidently pointing to the characters or objects on the page as the childminder names them. This provides young children with further exposure to language and builds on their growing vocabulary.

- Children enjoy a wide variety of opportunities to visit the local community or attend local groups. They regularly go to the library and join in activity groups, such as 'rhyme time', which supports their early literacy skills.
- Feedback from parents is positive. They speak highly of the childminder and the service she offers to their children. Parents feel that the childminder treats each child as an individual and is responsive to children's needs.
- Children take turns and share toys. They form firm friendships with one another and play together happily. The childminder offers praise saying, 'Good sharing'. Children play with a range of resources and choose what they would like to play with next. This helps to support their growing independence.
- Children learn about the benefits of healthy lifestyles. They enjoy playing outside each day, in the garden or 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.
- The childminder takes part in regular training opportunities to keep her knowledge up to date. However, she does not focus her professional development on developing a more thorough knowledge of teaching. She has not fully explored ways to continually build on the quality of her teaching to help children make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She knows the signs that could indicate a child's welfare is at risk and the safeguarding issues that can affect children. The childminder understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. The childminder understands how to manage allegations of harm or abuse against her or anyone who lives in her home. She regularly checks her home to ensure that the environment is safe for children. This helps to assure children's safety and welfare.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to enable a shared approach that encourages all parents to be part of their child's learning
- seek further professional development opportunities that focus on developing a deeper knowledge of teaching and learning.

Setting details

Unique reference number	EY370858
Local authority	Cambridgeshire
Inspection number	10302637
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	0 to 2
Total number of places	6
Number of children on roll	0
Date of previous inspection	17 January 2018

Information about this early years setting

The childminder registered in 2008 and lives in Cambridge. She operates all year round from 8am to 6pm, Monday to Thursday, 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
Emma Bright

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 setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The childminder and the inspector completed a learning discussion together to understand how the early years provision is organised. The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate and records of children's attendance.

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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