

Childminder report

Inspection date:

7 September 2022

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 have a good relationship with the childminder. There is a relaxed atmosphere and the children and childminder enjoy each other's company. When playing a game, a child moves some pieces so they cannot be found, suddenly showing them again and laughing, which the childminder joins in with. Children have a variety of toys to access, including games, paper, pencils and construction items. The childminder encourages them to make choices by having a selection of activities readily available for them. She uses children's interests to further support and extend their learning, and provides a suitable curriculum.

Children attend a variety of groups with the childminder, which enables them to socialise with other children and gain an understanding of their local community. Children go on walks to visit horses, cows and ducks. They talk about feeding ducks at the river. Children experience a positive settling-in process when first starting, with shorter sessions to begin with, building up to their full session over a period of time. They are secure in their attachment to the childminder due to this process.

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

- The childminder provides activities that children have shown an interest in. She adapts activities to meet children's needs. For example, rather than following the rules completely when playing a game, the childminder adapts it to encourage the children to count and look for colours of ducks.
- The childminder encourages the children to respect the toys that are available. She talks about looking after books and not drawing on them. The childminder ensures that there is plenty of paper available to be used for drawing.
- The childminder encourages children to use their speech to communicate with others. Children are encouraged not to have their dummies while with her. The childminder takes time with the children to give explanations about how things work. When a child is trying to open a box and struggles, she gently shows her how to do it, explaining that 'this part needs to be down, and then you can lift this bit'. The child follows the explanation and manages to open the box, receiving praise from the childminder.
- Children experience and attend a range of groups within the local community. The childminder attends several each week, which allows the children to socialise with larger groups of children. The childminder also attends a childminder's group with the children, which allows her to gain support if required.
- There is a good relationship between the childminder and parents. Parents are pleased with the progress their children make while with the childminder. Parents feel comfortable to speak to her about any concerns they may have. The

childminder speaks regularly to the parents about what she is doing with the children, allowing them the opportunity to have an input into their child's early education. Parents speak about children's speech progressing well, and feel that the childminder supports this well.

- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She is confident about children's development and is aware of when to raise concerns with parents about their child's progress. The childminder understands the importance of working with other professionals to support children's individual needs.
- The childminder encourages children to become independent. For example, they choose their own activities and what snack they would like. However, the encouragement of independence is not consistent. For example, the childminder does not encourage the children to wash their hands before eating snack or after touching the puppy. This does not ensure that children learn consistent, good hygiene routines and how to independently manage these.
- The childminder understands the risks that could be associated with the use of technology. She is confident to support parents with regard to suitable programmes for children to use.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken training to ensure that she remains up to date with safeguarding procedures. She has a good understanding of safeguarding and is aware of signs to look for that could indicate a child is being abused. The childminder is aware of who to make a referral to if she has a concern. She is aware of the 'Prevent' duty and has an understanding about what to do if she felt a child or their family were at risk of radicalisation.

What does the setting need to do to improve?

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

- develop consistency in practice to use every opportunity to support children to learn about good hygiene routines, and enable them to become independent according to their age and ability with their own personal care.

Setting details

Unique reference number	EY460432
Local authority	Cambridgeshire
Inspection number	10075415
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
Total number of places	6
Number of children on roll	1
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 2013 and lives in Cambridge. She operates from 8am to 6pm Monday to Friday all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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 setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- 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 assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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