

Childminder report

Inspection date: 19 October 2022

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| 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 are happy, secure and settled. They have warm relationships with the childminder and actively include her in their play and discussions. Children enjoy choosing resources, and express their ideas and creativity. For instance, they choose a construction set to make flowers. They eagerly name the colours and talk about the 'gardens' they have made. With the childminder's gentle support, children enjoy answering questions and solving problems. For example, they work out how to join sections of a construction set to make a long flower stem. They persevere and are proud of their achievements, celebrating these with the childminder.

The childminder carefully offers children resources that help them to gain new skills. For example, children develop the use of their small hand muscles as they thread shapes onto string and play a fishing game. Children follow the childminder's caring approach and are kind and considerate towards one another. They readily share resources, passing one another toys and helping to tidy up when they have finished playing. The childminder uses practical opportunities to help children learn about safety. For instance, when playing with a toy cooker, children remember that real cookers can become very hot, and talk about being careful when near one.

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

- Children make good progress. The childminder continuously assesses their development and has a clear understanding of what they need to learn next. She confidently uses daily play to support children in developing their knowledge and skills. She uses her experience and knowledge to monitor children's progress, quickly noticing any weaker areas and offering support so that children do not fall behind in their learning.
- The childminder undertakes further training and continues to build on her knowledge and experience. She continuously reviews her work and makes improvements. For example, she assesses the toys available and ensures that these reflect children's interests.
- Children thoroughly enjoy their interactions with the childminder. She speaks clearly to them and repeats new words. For example, young children giggle as they hold up action figures and eagerly repeat, 'Hello, how are you today?'. These ongoing interactions particularly support children who speak English as an additional language and they make good progress.
- Children have many opportunities to learn about nature and the world around them. They look for tadpoles in a pond, carefully examining the features of these. They talk about the tadpoles' life cycle and how they turn into frogs, looking at related books to reinforce their understanding.

- Children show a growing enjoyment of books. They visit the local library regularly and enjoy card games that complement their favourite books. For example, they eagerly name the characters on the cards and remember the story.
- The childminder makes good decisions about when to intervene in children's play. For instance, children have time to explore toy food and pretend to cook. The childminder then extends their play and thinking as she introduces a book. The children delight in naming the different foods in the book, linking these to the ones they have been playing with.
- Children learn to understand and respect other ways of life. For example, the childminder seeks guidance from parents to help the children celebrate festivals that are important to their families. Children also enjoy sharing books written in their home languages.
- Parents praise the childminder, and note that their children settle quickly with her and make good progress. They feel that the childminder communicates well with them about what children have been doing each day. However, the childminder does not always support parents to build on their children's learning at home.
- Children gain some understanding of healthy lifestyles. They talk with the childminder about some of the foods they are eating. However, the childminder does not consistently promote their understanding. For example, she does not help children to understand why they wash their hands or why they do not share food.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training and keeps her safeguarding knowledge up to date. She understands how to identify possible concerns in a child's life and knows how to report these to the correct professionals. Additionally, the childminder demonstrates a secure knowledge of wider issues, such as involvement with extreme views or practices, that could have a negative impact on children. She appreciates the potential dangers associated with use of the internet and ensures that children are protected at all times.

What does the setting need to do to improve?

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

- extend the support offered to parents to help them build on their children's learning at home
- further develop the daily practice that supports children in understanding the relevance of hygiene and healthy lifestyles.

Setting details

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| Unique reference number | 222237 |
| Local authority | Cambridgeshire |
| Inspection number | 10234371 |
| 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 2 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 11 November 2016 |

Information about this early years setting

The childminder registered in 1992 and lives in Cambridge. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is registered to offer funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities and assessed the impact these have on children's learning. The childminder and the inspector discussed the childminder's intentions for children's learning.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures and proof of the suitability of household members.
- The inspector talked with children during the inspection. She viewed written feedback from parents and took account of their views.

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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