

# Childminder report

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Inspection date: 28 February 2023

<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**

Children excitedly greet each other and the childminder as they arrive. Children quickly access the activities available. They use a variety of resources both indoors and outdoors. Children manipulate dough, using their hands to squash it flat or rollers to make patterns in it. Children experience a wide vocabulary. For example, while using rollers on the dough, the childminder talks about patterns being 'bumpy', 'wavy', and 'square'. Children sit with the childminder to share books. They talk about what they can see in the pictures and match toy animals to the animals in the story. Children use sit-and-ride toys in the garden. They explore the mud kitchen as they mix water with stones, conkers, and thyme.

Children gain independence. For example, they take off their own coats, wash their hands and dry them before meals, wipe their own noses, and do their own zips on waterproof outfits. Children go on outings into the local community. They visit playgroups, the park, and nearby country parks. Children enjoy visiting the local community orchard. They observe the changes in the trees until they are able to pick the fruit.

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

- The childminder has a clear curriculum in place to support all children. She knows the children well and ensures they make good progress in all areas of their development. The childminder supports children to be school ready when they leave her care.
- Children are able to self-choose activities. The childminder supports them as they put on dressing-up clothes. She adapts activities during the day. For example, dough has cake cases, rollers and sticks in the morning, and later in the day it has cutters added to it. This helps children to remain engaged with activities.
- The childminder provides a language-rich environment. Children have access to a wide range of books and activities to support stories. For example, children paint a caterpillar from 'The Very Hungry Caterpillar' story. Children access a role-play kitchen where the childminder provides them with the names of the play vegetables they are cutting.
- The childminder is consistent in her expectations for children's behaviour. She supports them to share resources, explaining that it is kind to share with their friends. Children receive praise when they wait for their turn on the sit-and-ride toys in the garden. The childminder tells them they are kind when they pass towels to each other. This helps to embed positive behaviours in the children. Children behave appropriately for their age.
- Parents are extremely pleased with the care the childminder provides for their children. They talk about the progress their children make. Parents like their

children going out to local community groups and on trips further afield. Parents share information with the childminder about what their children have been doing at home. However, the childminder does not use these opportunities to provide parents with information to support children's learning at home, in a way that is linked to her curriculum.

- The childminder has the relevant knowledge to support children with special educational needs and/or disabilities. She recognises the importance of working with parents and other professionals to ensure that all children reach their full potential.
- The childminder has a positive settling-in procedure for children. She ensures she spends time with parents and gains information relevant to their child's needs. Parents initially spend short periods of time away from their child, gradually building this up. This enables parents to feel comfortable leaving their child in the care of the childminder and for children to feel safe and secure.
- The childminder has good links with other childminders. They share information and ideas about activities and resources, and attend groups and trips out together. This enables the children to spend time with other minded children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to safeguard the children in her care. She is aware of the signs and symptoms that a child may be suffering abuse and knows who to contact to make a referral. The childminder maintains relevant records to ensure the children's welfare remains a priority. She is aware of her responsibility in regard to the 'Prevent' duty. The childminder has completed safeguarding training and ensures this remains up to date.

## **What does the setting need to do to improve?**

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

- support parents to enhance their child's existing knowledge.

## Setting details

<b>Unique reference number</b>	EY488206
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10276267
<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>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	7 July 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Histon, Cambridgeshire. She operates all year round from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education places for eligible two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Clayton

### Inspection activities

- This was the first routine inspection the childminder has 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 the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder spoke to the inspector about their intentions for the children's learning.
- Children interacted with the inspector during the inspection.
- Feedback from parents was reviewed by the inspector, who 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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