

Childminder report

Inspection date: 23 March 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 receive lots of care and attention from this kind and loving childminder. This helps children to feel safe and secure in her home. Children are clearly happy in their surroundings, demonstrated through their positive interactions with the childminder and confidence to explore the stimulating toys and resources. Children smile and maintain eye-contact with the childminder. They approach her for cuddles as they play.

Children display positive behaviour and are kind and caring towards their friends. The childminder helps them to understand how to share and take turns in activities. She provides children with dedicated spaces to help them feel safe and calm when they struggle with their emotions. Children attend several different children's groups that support them to socialise with other children and adults in the community.

Children explore a range of sensory play opportunities, including dry rice, wet sand, and paints. They use a variety of tools and resources, which help them to build the muscles in their hands and develop good hand-to-eye-control. They show excellent concentration and perseverance as they pick up small stones with tongs, draw water into a pipette to squirt or work out how to operate a spray bottle.

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

- The childminder knows her children well. She considers what they already know and can do and what she feels they need to learn next. Activities are well thought out and give good consideration to children's interests and learning needs. The childminder regularly assesses children's development to ensure they are making good progress.
- The childminder has many years of experience in childcare and is quick to recognise where children may need additional support. She provides clear subject information for parents and gives helpful suggestions about how they can support their children's learning at home and where to seek support. The childminder works well in partnership with other agencies involved in children's development.
- The childminder carefully risk assesses her home and garden every day, so that children can play in a safe and suitable play environment. This includes ensuring her premises are secure and that children are always appropriately supervised. Children participate in regular fire drills to help them gain an understanding of how to keep themselves safe in an emergency.
- Parents speak highly of the childminder and particularly feel she has a genuine interest in their children's well-being and is sensitive to their individual needs. Parents are well informed about their children's time in the setting through daily

chats, messages, and photographs.

- The childminder demonstrates a strong commitment to her professional development. She regularly completes training that interests her and helps to enhance the experiences of the children in her care. For example, a recent course about children's mental health has helped the childminder consider the importance of building positive children's attachments in more depth.
- The childminder reads regularly to children, and they sing songs. She follows the words in a book with her finger to show children that we read from left to right. The childminder speaks to children as they play, introducing unusual words, such as 'ladle' and descriptive words, such as 'bumpy', to help build their vocabulary. However, at times the childminder does not tailor her teaching to consider the age and abilities of the children. Sometimes, she tends to talk too much and does not give young children enough time to respond to her questions with simple words or gestures. At times, her questions are too advanced for them to understand.
- The childminder supports children who speak English as an additional language to develop their communication and language skills in English while attending the setting. However, they have less opportunity to consistently develop and use their home language in their play and learning.
- Children are encouraged to become independent from an early age. With consistent support and guidance from the childminder, children learn to undress themselves as they undo zips and fastenings on their shoes. Children engage in hygienic practices, such as handwashing before eating and wiping their faces with cloths when they are finished.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a very clear understanding of how to safeguard children and keep them safe. She has clear procedures in place to report any concerns she has to the appropriate authorities. The childminder regularly completes higher level safeguarding training to keep her knowledge refreshed. She demonstrates a good understanding of wider safeguarding issues, such as domestic violence and county lines.

What does the setting need to do to improve?

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

- provide children with more opportunities to develop and use their home language in their play
- take more account of children's differing levels of ability when asking questions and give children more time to respond.

Setting details

Unique reference number	259630
Local authority	Cambridgeshire
Inspection number	10233414
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2001 and lives in Great Cambourne, near Cambridge. She operates all year round from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Carly Mooney

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 childminder spoke to the inspector about their curriculum and what they want their children to learn.
- 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 inspector observed the interactions between the childminder and children.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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