

# Childminder report

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Inspection date: 21 November 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and well cared for by this nurturing and experienced childminder. They are very settled and happy in their environment. This is evident from their continuous smiles and eagerness to join in with the wide range of activities on offer. Children readily seek out the childminder to support their play. For instance, children bring their favourite books from home and snuggle next to the childminder as she reads to them. They listen with interest and point to pictures in the book as the childminder asks them questions about what is happening. This helps to support children's early literacy skills and love of reading.

Children have good behaviour and develop a 'can-do' attitude to learning. For example, they are encouraged to listen and are reminded to wait their turn and to be kind. Children develop strong relationships with their peers. The childminder is clear and consistent in her approach and models positive behaviour, such as sharing and being respectful. Children enthusiastically investigate scented play dough as they use rolling pins and cutters to make shapes. These help to develop their senses and small muscles and to practise skills to prepare them for future learning at school.

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

- The childminder provides an exciting and relevant curriculum for children. She tracks the children's development to ensure that they are meeting their developmental milestones and sets targets to help children make good progress. The childminder recognises where she can enhance the curriculum, such as with outings, to support children's learning needs. She actively includes opportunities, such as attending weekly playgroups, for children to socialise.
- Children have immense fun as they enjoy exploring with the musical instruments. The childminder helps children to develop an understanding of how sounds can change and be creative. They move a rain maker at different speeds and discuss how it links to different types of weather.
- The childminder places a great emphasis on supporting children's communication and language skills. She has carried out additional training to help her gain a greater understanding of how to support children's speech. The childminder engages in meaningful conversations with the children and gives them time to think and respond to questions that she asks. As a result, children have time to process and express their ideas and thoughts. However, at times, the childminder does not always encourage the children to listen and repeat the words that they mispronounce to build on their early vocabulary.
- The childminder provides a carefully considered range of resources, including many natural and real-life items such as a china tea set. Children learn how to carefully pour milk from teapots into their cups as they listen to 'The tiger who

came to tea'. The childminder uses the resources creatively to foster children's all-round development.

- The childminder promotes children's independence. Children are encouraged to put on their own waterproof clothes, coats and shoes when going into the garden. They are learning to use the toilet independently and tidy away their toys when finished. Although children are starting to develop an understanding of good hygiene measures and how to keep themselves healthy, this is not always consistent. For instance, children do not wash their hands before mealtimes.
- Parents speak highly of the childminder and comment that she makes them feel 'part of an extended family'. They discuss how she promotes children's creativity, early years learning and fine motor skills, which support their individual needs. Parents feel fully involved in what is going on with their children's learning and receive detailed daily feedback from the childminder so that they can continue to support them at home.
- The childminder continually reviews her practice and provision. She is experienced, knowledgeable and shows a genuine passion in supporting children and their families. The childminder has a positive attitude to her professional development. She has completed a range of training courses to strengthen her practice and keep her knowledge up to date.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to safeguard the children in her care. She discusses the different signs that may indicate that a child is at risk of harm and knows the process of referring any concerns to the correct safeguarding agencies. The childminder knows the procedure to follow if an allegation is made about a member of her household. She ensures that her knowledge of how to safeguard children is kept up to date through continuous training. The childminder makes sure that her home is safe and secure and that she supervises children closely.

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

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

- support children consistently to learn about the importance of good hygiene practices
- build on the already good curriculum for communication and language to further support children's speech and pronunciation of words to help them make even better progress in this area of their development.

## Setting details

<b>Unique reference number</b>	222415
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10301047
<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 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	25 January 2018

## Information about this early years setting

The childminder registered in 1994 and lives in Ickleton, Essex. She operates all year round, from 8.30am to 5.30pm, Monday to Tuesday during term time and Monday to Thursday in the school holidays, 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

Laura Redmond

## Inspection activities

- This was the first routine inspection that the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector viewed written feedback from parents and took account of their views.
- The inspector observed the quality of teaching to assess the impact of this on children's learning.
- The inspector held discussions with the childminder and looked at relevant documentation and evidence of suitability.

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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