

# Childminder report

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Inspection date: 25 January 2024

<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**

The childminder is sensitive to the individual needs of babies and children. She gives them individualised support so that they settle comfortably into the setting. Children approach her readily for comfort and reassurance. The childminder and her assistant get to know the children well. They gather information from parents about their children's development when they start. This helps the childminder to provide tailored support to help children make progress. The childminder adapts activities so that all children can participate. The older children enjoy looking after and helping the younger ones. Children who speak English as an additional language receive the support they need to develop their language skills. All children make good progress in their learning and development.

The childminder monitors children when they sleep and eat to keep them safe. She helps children to become independent with their personal hygiene. Children put on their own coats and boots and help tidy up. The childminder helps children to share and take turns and reminds them to use their manners. Children enjoy speaking to the childminder and have interesting conversations. The childminder listens closely and answers their questions respectfully. She is calm and patient and children reflect this by being thoroughly engaged in their play.

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

- The childminder has robust procedures in place to keep children safe in the setting and when visiting other places. The childminder and her assistant support children to learn how to keep themselves safe and take some risks. However, opportunities for all children to learn about taking age-appropriate risks are not fully encouraged in practice.
- The childminder and her assistant support children's communication and language effectively. They read stories and sing songs. Children pay close attention to stories about different topics, and these help them to understand different views and cultures. The childminder introduces and practises new vocabulary with the children. She encourages children who are interested, to start writing letters that are in their name.
- There is good support for children's physical development, which the childminder tailors to meet children's individual needs. Younger children enjoy pinching, squeezing and poking play dough, while older children use cutters and rolling pins to manipulate and create things. The childminder provides a range of art and craft activities for children to explore to develop their creativity.
- The children learn about the world about them. The childminder takes them on local walks and visits to farms and local places of interest. Children enjoy caring for the pet rabbits. The childminder embeds counting and numbers throughout children's play so that children learn to build their knowledge. However, most

able children do not have access to mathematical resources which stretch and challenge them.

- The childminder and her assistant communicate very effectively with each other. They share information about children's development and progress. They work together to provide interesting activities for children. The childminder evaluates her provision and continues to develop her practice. She supports her assistant to access training so that provision continues to be developed. The childminder knows what she wants children to achieve while attending her setting and helps them to make progress towards this.
- The childminder completes detailed statutory assessments of children's development and shares these with parents. Parents comment on how the childminder has supported their child and how much their children enjoy being in the setting. Parents are happy with the help their children have received for potty training and appreciate the range of activities the childminder provides.
- The childminder works with schools and other settings to share information about children. This helps to ensure that children receive consistency of care. It also helps children when they make the transition to school. The childminder plans her curriculum so that children can develop the knowledge and skills they need for the next stage in their education.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- develop the mathematical provision so that young children have access to appropriate resources which stretch and challenge them
- support children to take measured risks in order to improve their development and help them learn to keep themselves safe.

## Setting details

<b>Unique reference number</b>	EY233805
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10311980
<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 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	17 April 2018

## Information about this early years setting

The childminder registered in 2002 and lives in Elm, Cambridgeshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Tracy Joyce

## 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- Parents shared their 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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