

# Childminder report

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Inspection date: 31 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

Children settle very quickly with the childminder. She puts them at ease as she greets them warmly on arrival and leads them to the play areas. The childminder is nurturing and responsive to children's needs. Young children new to her setting receive reassurance as they say goodbye to their parents. The childminder soothes them with comforting cuddles and sings softly to them until they settle. Older children chat freely with the childminder and discuss what they would like to do during the day. She listens and children help her to prepare activities and choose resources. This helps them to feel valued and confident in her care.

Children behave well and have a positive attitude to learning. They play harmoniously and listen to each other as they engage in pretend play. The childminder supports children to share and take turns with resources. She uses gentle reminders to reinforce her expectations. For example, she reminds children to respect each other's models as they construct houses from building bricks. Children are independent in their play and are supported to experiment and find solutions for themselves. For instance, when mixing paint colours, children comment on the changes they observe and the shades becoming darker. The childminder asks the children to find colours they could add to make it lighter. Children excitedly accept the challenge and return to the paintbox to begin their experiment.

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

- The childminder knows the children well and recognises their individuality. She forms strong bonds with the children, which enables them to engage confidently with her. For instance, children perform their favourite songs for her while using instruments and singing into microphones. Children thoroughly enjoy her playful interactions and repeatedly invite her to join in their activities.
- The childminder understands the importance of promoting children's communication and language skills. She plans activities, such as song and rhyme time and story times, into her daily routine. The childminder provides a narrative to children's play and introduces new words to build their vocabulary. Children listen intently and engage in back-and-forth conversation with her. Children make good progress in this area and demonstrate their understanding as they recall new words from past discussions.
- The childminder provides children with a wealth of experiences out in their local and wider community. Children regularly attend local playgroups to build their confidence and social skills as they mix with other children. They visit local nature areas, botanical gardens, woods and museums. This helps to develop children's understanding of the world and fosters their interest in nature.
- The childminder helps children to learn about similarities and differences

between themselves and others. Children comment on and ask questions about physical differences as they read books together and learn about Ghanaian dancers. The childminder takes them to local markets, where they talk to stallholders about different types of food, such as plantain and jollof rice. Children also learn about different faiths and enjoy visiting various places of worship. This helps to get them ready for life in modern Britain.

- The childminder promotes children's self-help skills and they are developing well. Children wash their hands independently, peel fruit for snack and feed themselves. The childminder encourages children to take off their shoes and coats and store them appropriately. She provides praise and encouragement to children for their efforts.
- The childminder is qualified and experienced and takes part in regular training opportunities to keep her knowledge up to date. She regularly meets with other childminders to share good practice. However, she does not focus her professional development on developing an expert knowledge of teaching. She has not fully explored ways to continually build on the good quality of her teaching to help children make the very best possible progress.
- Parents speak highly of the childminder. They describe her as 'going above and beyond' and particularly value the large range of varied trips and experiences she provides. The childminder keeps parents informed about their children's learning and development. She shares her assessments and planned next steps and discusses with them how these can be supported at home.

## 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:**

- target professional development opportunities more precisely to help raise the quality of teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	EY474049
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10312120
<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 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	20 April 2018

## Information about this early years setting

The childminder registered in 2014 and lives in Cambridge, Cambridgeshire. She operates all year round from 6am to 8pm, Monday to Sunday, 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

Louise Harris

### 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 talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of the education being provided and assessed the impact this has on children's learning.
- The childminder and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.

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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