

# Childminder report

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Inspection date: 5 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

The childminder provides an environment that helps children to feel comfortable and relaxed. Babies who are new to the setting quickly form strong bonds and enjoy lots of cuddles and interactions with the childminder. Older children are kind and loving towards younger children, stroking their heads and trying to make them laugh. All the children who the childminder cares for speak English as an additional language. The bilingual childminder speaks to them with a good balance of their home language and English, and children effortlessly switch between both. This helps children to recognise and feel secure in their cultural identity and also helps to build stronger thinking skills.

The childminder helps to instil children with a sense of responsibility and encourages their independence. Children help to tidy away resources when they have finished playing, and older children confidently change their clothes for outdoor play. For example, they zip up coats, put on shoes and hang their coat on the peg. Children enjoy each other's company and on the whole play well together. With gentle reminders from the childminder, they are learning how to share and take turns with their friends.

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

- The childminder ensures children play in a safe and suitable environment. She has clear procedures in place for keeping children safe on outings. However, following a recent incident, the childminder has introduced further preventive measures, including toddler wrist straps. She also plans to purchase high-visibility jackets that will display her contact number in the event of a child becoming lost.
- The childminder considers what children know and what they need to learn next in order to prepare them for school. She thinks about children's interests when deciding on the activities she provides and children's play choices. The childminder extends children's learning opportunities through activities in the local community. For example, they socialise with other children at different activity groups and take part in story time at the local library.
- Parents comment that the childminder is a kind and warm person, who helps their children to feel safe. They like the constant feedback they receive about their child's time in the setting and their progress, through the daily feedback, photos and videos they receive.
- Children have constant access to books and listen intently to stories being read both in English and their home language. They enjoy singing, spontaneously bursting into song as they play. Children demonstrate their imaginative skills as they think about how they are going to build a house from different-sized pieces of wood in the garden. They practise making marks with water and brushes on

garden resources. These activities help to build on children's early communication, language and literacy skills. However, the childminder does not consistently use the correct letter sounds to help develop children's early reading skills.

- The childminder provides many opportunities throughout the day for children to count and develop their mathematical skills. For example, she encourages children to count to 10 when they wash their hands and for young children to count to three before they jump off a small step. In role play, children pretend to buy food items with different quantities of money and are encouraged to learn and recognise numbers on the play till.
- The childminder demonstrates a positive commitment to her childminding business. She has successfully met the actions set at her last inspection. She thinks about her professional development and has completed training to help enhance her knowledge of how children learn and improve their experiences. However, on occasions, she does not adapt her teaching skills effectively to ensure that the most able children's learning is extended.

## **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:**

- find more ways to offer challenge for the most able children to consistently extend their learning
- improve knowledge and understanding of how to teach letter sounds to help prepare children for future reading.

## Setting details

<b>Unique reference number</b>	2581610
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10282593
<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>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	22 February 2023

## Information about this early years setting

The childminder registered in 2020 and lives in Huntingdon, Cambridgeshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, and from 7.30am to 4.30pm on a Friday, except for bank holidays and family holidays. She offers funded early years education for eligible two-, three- and four-year old children.

## Information about this inspection

**Inspector**  
Carly Mooney

### Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received from the provider.
- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on 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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