

# Childminder report

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Inspection date: 26 February 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 happily play in the welcoming home that the childminder provides. They are supported by a caring and nurturing childminder who enjoys her job. Children's emotional well-being is supported as their individual needs are recognised and met. The childminder's calm approach is reflected in how relaxed and comfortable the children are. They respond warmly, giving her smiles and positive facial expressions.

The childminder keeps children safe and secure through appropriate risk assessment procedures. Children learn to manage risks for themselves and actively problem solve. Children help fit the table together in preparation for mealtimes, turning the pieces and attempting to see where they fit. The childminder calmly provides help and verbal praise for their achievements. Children experience opportunities to practise and master skills that support dexterity and coordination.

The childminder provides an environment where imaginative role play is central. Children engage in play, taking on different key roles. They pretend to visit the airport and prepare for an adventure by packing a bag. Children visit the pretend shop and buy foods, naming them as they put them in their basket. The childminder extends children's play by observing and acting on possible teachable moments. She plays alongside, allowing children to lead the play experiences. This supports children to be confident and make choices for themselves.

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

- Children show empathy and a caring nature. They recognise how others are feeling, for example, giving another child a teddy to snuggle with. The childminder role models good hygiene practices. Children imitate and follow instructions about how to do these effectively. Children feed themselves and develop good control of cutlery. Children develop their independence during daily routines. They show a 'can-do' attitude and perseverance to succeed.
- Children's behaviour is good, and they are learning how to use manners. Children who need additional support are identified quickly and early help is provided. The childminder works effectively with parents and other professionals to support these children. She recognises her need to further develop her skills, resources and training in supporting children with special educational needs and/or disabilities (SEND). For example, she has limited sensory resources on offer, which do not always capture every child's interest.
- Children make patterns using coloured bricks. They follow a picture to recreate different sequences. Children confidently count and start to use early mathematical language. The childminder uses numbers and counting during everyday routines to give children daily exposure to them. Children name colours

and explore mixing them. They develop their fine motor skills as they mark makes. These opportunities gently prepare them for early writing. Children enjoy books and stories and learn to care for them respectfully.

- Children are supported to experiment and explore. They are fascinated when the childminder provides new bubble wands. They watch the glitter move 'up' and 'down'. Children are starting to make links in their experiences as they say how the bubbles are like the rain and hold the wand up to the sky. Children are eager to share their experiences with others, both their peers and other adults. They are listened to and heard. Their thoughts and ideas are embraced, which enhances children's self-esteem and confidence.
- Partnerships with parents are good. Parents value the childminder's contributions to their child's learning and development. They know their children are happy and safe. Children are prepared for the next stages of their education, with skills that help prepare them for later life. The curriculum is inclusive and promotes diversity. Children are learning about the world around them and how to be positive citizens. They explore the local community, go for walks and visit the shops. The childminder uses these opportunities to develop children's awareness of environmental print, for example, the letters in street names and the numbers on doors.

## 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:**

- build on all children's sensory experiences with a wider range of resources to stimulate interest and engagement in different aspects of play
- extend knowledge and understanding of supporting children with SEND.

## Setting details

<b>Unique reference number</b>	222759
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10316876
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	30 May 2018

## Information about this early years setting

The childminder registered in 1997 and lives in Cambridgeshire. She operates all year round, from 8am to 6pm, Monday to Thursday, 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

Helen Clutterham

### 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 inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to or communicated with the inspector during the inspection.
- The inspector observed the interactions between the staff, the childminder and the children.
- Parents shared their views in writing 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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