

# Childminder report

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Inspection date: 4 March 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 enjoy their time with the childminder. They are excited to find out what they will discover when the childminder lifts the lid off some shallow containers. Children crowd around to find the farm animals hidden within. They name the creatures and move them around, feeling the texture of the dried cereal which is also in the containers. The very youngest children watch their older peers before joining in the recognisable tune when the childminder sings a song about a farm and the animals. Slightly older children are delighted to use words and sounds in the song too. This helps children's early communication skills and growing vocabularies.

From a young age, children practise skills to help develop their independence. For example, with the childminder's support they pour their own water at snack and meal times. Children sit on the bottom stair and work out how to put their shoes on before they go into the garden. Outside, the childminder supports children to learn to safely climb the steps of a slide, reminding them to take their time. This helps children learn to manage age-appropriate risks for themselves.

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

- The childminder is a good role model for children. Her nurturing and caring nature helps children quickly settle and follow her example to be kind and considerate to others. Gentle reminders to share and take turns help children begin to regulate their emotions and behaviours towards their friends. For example, when children tussle over a toy, the childminder encourages them to sit at different sides of a rug and to roll the tractor to each other. Very quickly, children co-operate and wait in anticipation for the tractor to be returned to them for another turn.
- Children quickly develop a love for books. They choose stories and books they enjoy and snuggle up to the childminder while she reads to them. Children point out familiar objects and details in the illustrations, practising words from their developing language skills. This contributes to children's progression to become confident, articulate individuals.
- The childminder takes advantage of the local environment and organised groups to help support her curriculum through memorable and enjoyable experiences. For example, while socialising with others at a local dance and movement group, children strengthen their muscles. They balance and learn to coordinate their bodies, ultimately supporting early writing skills in addition to promoting positive attitudes to exercise.
- The childminder uses online training recourses and information to help refresh and extend her knowledge and understanding of how children learn and develop. She shares ideas with other local childminders, often working with

them to provide new activities for children. This helps the childminder make continued improvements to her provision.

- The childminder maintains good relationships with staff from other settings that children also attend. She shares information about the progress she has observed children make and raises any concerns she might have with staff. Reciprocated information helps the childminder identify meaningful areas to focus her teaching on while providing continuity between all settings and home.
- When children first start in the childminder's care, she gathers information from parents to help her continue familiar routines, such as nap times. Parents share information about what their children can already do, helping the childminder build on their knowledge and understanding right from the start.
- Children feel safe and secure in the childminder's care. They bring comforters from home, which they hold when they are tired. Children seek cuddles from the childminder and are proud to show her the artwork they create. Very young children are delighted when they join the childminder for action songs and rhymes. They giggle while they squeeze the childminder's hands when they row a boat together during a traditional song. This contributes to an environment in which children feel confident to express themselves.
- The childminder follows themes and children's interests to help her plan a variety of activities that help children build on what they know and understand. However, at times during children's self-chosen play and exploration, the childminder does not add sufficient challenge to extend their learning even more.

## 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:**

- add even more challenge to children's self-chosen play and explorations that focuses on what children need to know and understand next.

## Setting details

<b>Unique reference number</b>	222611
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10316814
<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>	11
<b>Date of previous inspection</b>	8 May 2018

## Information about this early years setting

The childminder registered in 1998 and lives in Foxton, Cambridge. She operates from 7am until 6pm on Monday to Friday all year round, 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

Katrina Rodden

### 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 her evaluation of the provision.
- The inspector observed activities in the house and garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described her curriculum and the progress children have made to the inspector.
- The inspector and childminder discussed an activity the childminder had prepared.
- The inspector read emails sent by parents containing their views on the quality of the provision offered by the childminder. The inspector took their views into consideration.

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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