

# Childminder report

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Inspection date: 14 May 2024

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

The childminder provides a welcoming, nurturing environment for the children and is very attentive to their individual needs. As a result, children are very settled, happy and comfortable in the childminder's care. They seek reassurance when they are not sure and enjoy her warm interactions with them. The childminder has clear expectations for children's behaviour. She shows children high levels of respect. For example, children are given time to express themselves, and activities are paced well so that they can finish them to their own satisfaction. As a result, children behave well.

The childminder is very knowledgeable about child development and the skills and knowledge she wants children to learn before they leave her for school. She focuses her curriculum on children's communication and language development. Children, in particular those who speak English as an additional language, make good progress from their starting points. They continuously babble as they play, attempt new words, use gestures and expression confidently and listen to the childminder when she responds to them. The childminder introduces new vocabulary, uses simple sign language and repeats words that children attempt so that they hear the correct pronunciation.

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

- The childminder is very aware of the importance of her role in providing children with a valuable early years education. This is reflected in her ability to maintain a continuously good-quality provision for the children she cares for. Children in her care make good progress from their starting points.
- The childminder uses her own observations and pertinent information from parents to accurately identify children's next steps in learning, reflect their interests in her activities and meet their individual needs, for example, when they have not had much sleep the night before. This supports children's good progress as well as their emotional well-being.
- Children are encouraged to persevere and try things for themselves. For example, the childminder slowly shows children how to make a sandcastle before encouraging them to have a go themselves. She reminds them of the different stages as they proudly upturn the mould themselves, tap it with a spoon and reveal their creation.
- Children are becoming increasingly aware of shape and measure. For example, they giggle as the childminder asks them if they are 'too big' or 'too small' as they try to squeeze themselves into a small toy. Children are developing a love of early technology and begin to understand cause and effect as they slot cards into a device that tells them the word for the picture on the card.
- Children enjoy many activities and experiences outdoors, in the local community

and at places of interest. This helps to broaden their experiences of the world around them and promotes their social skills and physical development. However, the childminder's curriculum with regards to children's sensory development is not ambitious enough so that children have a wide range of opportunities to experience and revisit different textures, media and materials.

- Children are closely supervised as they eat and drink. The childminder ensures that foods, such as grapes, are given to children in a way that reduces the risk of choking. This helps to keep children safe.
- The childminder is well qualified and a very reflective practitioner. She is honest and open in her self-assessment. She is committed to her own professional development and using the new knowledge and skills she learns to benefit the children in her care.
- Partnerships with parents are strong. The childminder values their input and the information they provide her with to help meet children's individual learning and care needs. The childminder supports parents to extend children's learning at home. For example, she sends home bilingual books so that parents can read stories to their children in their home language as well as in English.

## **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:**

- give young children even more opportunities to encounter and revisit different materials and media to deepen their sense of exploration.

## Setting details

<b>Unique reference number</b>	EY467303
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10339285
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	9 July 2018

## Information about this early years setting

The childminder registered in 2013 and lives in Cambridge. She operates all year round, from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

## Information about this inspection

### Inspector

Anna Davies

### 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 provision.
- The childminder and the inspector discussed how the curriculum is organised and what it is the childminder wants children to learn.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder throughout the inspection as appropriate.
- Children interacted with the inspector as they took part in activities.
- The inspector and the childminder evaluated an activity together.
- The inspector looked at relevant documentation.

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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