

Childminder report

Inspection date: 27 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 thoroughly enjoy their time spent in the childminder's welcoming home. They busily explore the wide range of toys and equipment that is readily available for them. The childminder carefully plans her environment to ensure that toys and resources are within reach to encourage children's independent choice. Children demonstrate positive attitudes to learning. The childminder provides play experiences based on children's interests and that build on their knowledge and understanding. For example, following visits to the childminder's allotment, children are enjoying learning about planting. They regularly revisit the allotment to observe the changes to their seedlings. In addition, the childminder sources books about growing to prompt further discussion and opportunity for children to recap on past learning.

Children learn to become independent in their self-care. They dress themselves and wash their hands prior to eating and following messy play. The childminder provides consistent praise, which helps children to persist when faced with challenges. They celebrate their success and call out, 'I did it,' when they learn to pinch and pull to open their packets at lunch. Children behave well. They are learning to share and take turns. The childminder is calm and explains her behavioural expectations. This helps children to understand what is expected of them.

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

- The childminder plans a wealth of experiences for children outdoors. They enjoy nature hunts, where they look at the similarities and differences of leaves. Children explore local green spaces, where they sit under trees and listen to the sounds the leaves make in the breeze. They regularly visit the childminder's allotment, where they learn about different fruit and vegetables and which they later harvest for healthy snacks. These opportunities help to encourage children to enjoy an active lifestyle and contribute to their emotional well-being.
- The childminder has specific learning intentions for children during activities. For example, children learn the concept of full and empty as they fill plastic bottles with water from a large water container. They listen for the sounds of the bubbles to stop to work out when their bottle is full. However, the childminder's enthusiasm during interactions with children means that she can lose focus on the learning intention of the activity. This means that children do not always achieve their intended outcomes.
- Children's communication and language skills are supported well. The childminder reads stories in expressive ways and challenges children to search for items in the illustrations to keep them engaged. Children sing rhymes and join in with actions. The childminder uses descriptive language as she joins in

with children's play and introduces new words such as 'hay baler' and 'combine harvester'. Children practise pronouncing new words. This helps to extend their vocabulary further.

- The childminder develops strong partnerships with parents. She provides regular updates on children's development through daily face-to-face and electronic communications. Parents speak highly about the childminder and the wide range of activities she provides. They comment on her nurturing approach and the warm, homely environment she creates for children.
- The childminder uses observation and assessment well to identify children's next steps in learning. She has extended the information she collects from parents when children first attend her setting, which she uses to understand each child's stage of development. In addition, the childminder plans to offer home visits before children start in order to obtain further information about children's family life and cultural experiences.
- The childminder is passionate about her role. She reflects on her practice and strives to make improvements to her knowledge and skills to enhance her provision further. For example, she is attending training in the forest school approach to support children's learning and appreciation of the natural world. In addition, the childminder uses online research to source ideas for enhancing children's exposure to natural resources.

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:

- focus more intently on the identified learning intentions for children during activities to fully support their progress.

Setting details

Unique reference number	222438
Local authority	Cambridgeshire
Inspection number	10380322
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 June 2019

Information about this early years setting

The childminder registered in 1995. She is located in Huntingdon, Cambridgeshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable, along with the aims and rationale for her early years curriculum.
- The inspector observed the quality of the education being provided and assessed the impact this has on the children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector took account of the views of parents through written feedback provided.

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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