

Childminder report

Inspection date: 2 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children show through their body language that they are happy and relaxed in the childminder's care. They confidently explore the toys and resources and show that they have established a strong bond with the childminder, including those children who have only recently started to attend. The childminder is calm and welcoming. She provides a safe environment where children have space and time to learn and practise new skills. The childminder ensures that children who are starting to take steps and cruise are supervised for safety and encouraged to keep trying. She gives children lots of praise for their efforts. Children smile broadly and seek cuddles, which are warmly given by the childminder. They show that they feel valued and build good levels of self-esteem.

The childminder reads stories regularly to children. She is enthusiastic as she adopts different voices for different characters in the story. Children listen attentively. They help to turn the pages and choose from a broad range of age-appropriate books. The childminder knows that children need to practise new skills and learning, so they know it securely. She provides plenty of opportunities for children to embed learning including reading the same stories often. Books are purposely chosen to support children's communication and language skills. Many have repeated rhyming phrases, which children soon learn and repeat. The childminder names objects seen in picture books for younger children who start to repeat the words and build a good understanding.

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

- The childminder has sought help and guidance from the local authority since the last inspection to improve her knowledge and provide children with good learning experiences. She has undertaken safeguarding and child protection training and is confident about the procedures to follow should she have a concern about a child's welfare.
- The childminder has identified some gaps in her knowledge about child development and how children learn. She is keen to learn and has plans to attend further training to support her continued improvement to provide children with meaningful and motivating learning experiences.
- The childminder is clear about what children need to know and learn to be ready for the move to nursery school. This prioritises children reaching developmental milestones to be able to communicate their needs and wants and to be able to make relationships with their peers and other adults. She teaches children how to keep themselves safe, such as when they learn to wait and check it is safe to cross the road when collecting older children from school.
- Children learn about the local community as they walk to school and play at parks. They have good opportunities to play outside both at the childminder's

house and at the parks where they use large play equipment. The childminder ensures that children have space to practise physical activities as they start to walk, jump, climb and run. Children receive encouragement to pour water and use pens, chalks and crayons to make marks. This helps children to build muscle control, ready for writing later.

- The childminder knows children very well. She tailors settling-in arrangements to meet the needs of individual children because she wants children to feel safe and secure in her care. The childminder gathers information from parents about children's likes and dislikes and about their stage of development. This helps her to provide a welcoming environment and to identify what children need to learn next.
- Parents are positive about the childminder. They value her flexible approach and say that their children are very happy in her care. The childminder provides information to parents about their child's day and what they have eaten. However, she does not share information with all parents about their child's learning and development and how to support ongoing learning at home.
- Although the childminder is attentive to ensure that children's needs are promptly met, she does not always seek children's consent before helping them with hygiene routines. For example, she sometimes lifts children from behind when it is time to change their nappy. She sometimes wipes children's nose without explaining what is happening and what she intends to do. This dilutes children's sense of self and does not help them to gain independence to manage some of their hygiene routines.

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:

- enhance information-sharing with parents so that all parents know what their child's next steps are and how they can support these at home
- seek children's consent before helping with routines, such as wiping their nose or changing their nappy.

Setting details

Unique reference number	222523
Local authority	Cambridgeshire
Inspection number	10389424
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 January 2025

Information about this early years setting

The childminder registered in 1996. She operates all year round, from 8.15am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Gail Warnes

Inspection activities

- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector through written feedback.
- 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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