

Childminder report

Inspection date: 3 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in the childminder's warm and welcoming home. They are happy and relaxed, and they settle quickly on arrival. Close, loving relationships have formed with the adults who care for them. Children seek them out for cuddles and reassurance. Children are taught about risks and how to care for one another. For example, they quickly stop swinging on the swing as younger children walk close by. Through consistent and gentle reinforcement, children are learning to respect boundaries, and they understand the importance of sharing and taking turns in activities.

The childminder and any assistants really take the time to get to know the children they care for so that they can implement a tailored approach to their care and learning. Children are happy to play and join in with activities the childminder provides. Activities are well thought out and often centred around a theme, such as people who help us or caterpillars and butterflies. Children learn about the life cycle of a caterpillar through books, sensory play and growing and releasing real butterflies. Children spend quality time outside in the fresh air and have many physical play opportunities in the garden and on surrounding walks and visits to parks.

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

- The childminder understands the skills and experiences children need to learn that will help prepare them for the eventual move to school. She carefully sequences their learning, considering what they already know and what they need to learn next. She offers activities and experiences she knows they will enjoy. For example, an upcoming trip is planned to visit a helicopter that is based nearby and always fascinates the children when it flies over the house. The childminder regularly assesses children's progress and uses this information to help plan further activities and experiences.
- The childminder carefully considers any risks to children as they play, sleep and eat. Her home is safe and secure. The childminder understands safer sleep requirements. She uses a monitor and regularly checks on children asleep upstairs. On outings, children wear fluorescent vests and wrist bands containing the childminder's contact details so that she can quickly be contacted in the event of a child becoming lost.
- There is a strong focus from the childminder to build and develop children's communication and language skills. She completes training to help expand her knowledge of developing speech and language in children. There are plenty of opportunities to hear stories and sing songs. The childminder understands the importance of widening children's vocabulary and the use of repetitive language when helping children to learn new words.

- Children are helped to be independent in their self-care. Older children politely ask to go to the toilet and are confident to do so. A 'snuffle station' provides children with the opportunity to learn how to blow their own noses independently and dispose of the tissue hygienically. They learn and follow hygiene routines.
- The childminder demonstrates a positive attitude to both her own and any assistant's professional development to build their knowledge and skills in childcare. They work closely as a team to ensure that children receive good early years experiences and access training that helps them to consistently deliver a high standard of childcare.
- Positive relationships are in place with all parents. The childminder shares a daily summary of the children's time in the setting with parents as well as photos of them playing and learning. The childminder takes the time to find out about children's activities and interests at home and builds on this in her setting. Parents feel there is great communication from the childminder and that their children are safe, happy and well cared for.
- The childminder has developed good working relationships with the local school. She shares transition reports when children move on to other settings. However, where there is shared care for children with another setting, the childminder has not yet considered a suitable system to build on effective partnership working. This does not help to ensure that a consistent two-way flow of information is in place to fully help meet children's needs.

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 partnership working with other settings children attend to ensure that a consistent two-way flow of information is in place to meet children's needs.

Setting details

Unique reference number	258042
Local authority	Cambridgeshire
Inspection number	10398239
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	1 to 4
Total number of places	12
Number of children on roll	12
Date of previous inspection	10 October 2019

Information about this early years setting

The childminder registered in 1995 and lives in Alconbury, Cambridgeshire. She operates all year round, Monday to Thursday, from 8am to 5.30pm, except for bank holidays and family holidays. The childminder works with an assistant. The pre-school provides funded early years education for all eligible children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their written views of the setting with the inspector.
- 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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