

Childminder report

Inspection date: 10 March 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 are happy and content in the childminder's care. They behave well, playing and interacting with the childminder and begin to listen to her instructions and comments. Children look to her for reassurance and demonstrate a strong relationship with the childminder as they seek comfort.

The childminder focuses her curriculum on preparation for school, teaching children to be confident and independent learners. She provides children with a range of choice and encourages them to share their own interests and opinions. For example, children share their ideas about activities they would like to do or things they would like to make. Children are confident to choose resources and activities throughout their play. They move confidently from one activity to next. The childminder provides praise and encouragement for children as they play. She encourages them to keep trying, using positive facial expressions and words to support them. When children achieve their goal, the childminder offers praise and celebration. This helps children to feel valued and listened to, building on their confidence and self-esteem.

Furthermore, the childminder provides opportunities for children to develop their independence. Children are taught new skills such as feeding themselves and learning to use cutlery at mealtimes. This helps children to become independent from a young age.

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

- The childminder is passionate about teaching children about the natural world around them. She provides outings to local parks and nature reserves where children see a variety of animals and learn about their local environment. Furthermore, the childminder discusses the importance of fresh air, helping children be healthy and happy individuals. She promotes healthy lifestyles encouraging children to exercise and eat healthy foods during their time at the setting. Although the childminder does not provide meals, she works in partnership with parents and shares the importance of well-balanced and nutritional meals and the benefits this has for all children.
- The childminder understands the importance of developing children's language and communication skills. She provides learning opportunities that spark children's interests. She introduces new words during children's play and names objects, colours and sounds. Children learn new words, such as 'conductor' and 'guard', and the childminder provides a vast range of vocabulary for children to hear. This helps children to make good progress in their speech development.
- Children and families are invited to attend settling-in sessions at the setting prior to starting. The childminder talks to parents and gathers useful information

about children's care and routine, to help her meet children's needs. She spends time with children to get to know them and to help them become familiar with their new environment. Overall, children settle well.

- Children are given opportunities throughout their play to build their language skills, especially through talking and singing. However, the childminder has not fully considered how children access books successfully. This means younger children not always able to explore a range of books easily to fully develop their love of reading.
- The childminder knows children well. She monitors children's progress and plans meaningful learning opportunities to support their next steps in development, helping to extend on what they already know and can do. For instance, after learning to walk, the childminder encourages children to practise their finger grip and hand-eye coordination, learn to feed themselves and develop other physical skills.
- Parents share their positive feedback, commenting on the childminder's friendly and approachable manner and the flexibility throughout her service. The childminder shares regular feedback with parents, both face to face at the end of each day and message updates. Children's achievements are celebrated and shared with parents, along with ideas of how parents can continue to support their progress and continue learning at home.
- The childminder has developed good relationships with the local school and has implemented communication methods in order to better support children's transitions. However, she has not yet developed this with other early years settings that children attend. Therefore, children's continued progress across different settings is not yet shared effectively.

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:

- consider how children can access books more freely so they can explore them and develop a love of reading
- strengthen partnerships with other early years settings that children attend to provide consistency in children's learning.

Setting details

Unique reference number	258090
Local authority	Cambridgeshire
Inspection number	10375818
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	3 May 2019

Information about this early years setting

The childminder registered in 2001 and lives in Little Paxton, St Neots. She operates all year round from 8am to 5pm, Monday, Tuesday, Wednesday and Friday, except for bank holidays and family holidays. The childminder provides government funded early education for all eligible children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder discussed her risk assessments for the premises and demonstrated how she keeps children safe.
- Parents shared their views of the setting with the inspector.

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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